DOCUMENT RESUME

ED 356 394 CE 063 496

TITLE	Basic Skills Assessment. Materials for Assessing Competence in Basic Skills.
INSTITUTION	Adult Literacy and Basic Skills Unit, London (England).
REPORT NO	ISBN-1-870741-38-2
PUB DATE	Mar 92
NOTE	83p.
AVAILABLE FROM	Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA, England (17.50 pounds plus postage and packing).
PUB TYPE	Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Basic Education; Arithmetic; *Basic Skills; Communication Skills; *Competence; *Educational Testing; Foreign Countries; Numeracy; Reading Skills; Student Evaluation; Student Placement; Verbal Communication; Writing Skills
IDENTIFIERS	England; Wales

ABSTRACT

This material provides an initial assessment procedure to help identify the level of basic skills competence of people entering education or training. It is based on Adult Literacy and Basic Skills Unit Standards that describe how and to what level of performance adults should be able to use communication and number skills. The material can be used in basic skills programs, further education, prisons, voluntary organizations, workplace training, and government-funded training programs. Notes for assessors describe the material and steps to take before, during, and after the assessment. Instruction sheets provide a set of instructions for carrying out a series of assessment tasks. Eleven series of tasks are provided: foundation level and stages 1 and 2 reading, foundation level and stages 1 and 2 oral, foundation level and stages 1 and 2 writing, and foundation level and stages 1 and 2 numeracy. The instruction sheets provide performance criteria, assessment guidelines, time allowance for completion of a task, script to use in conducting the assessment, and Next Steps which give suggested routes through the material. Linked to each assessment task is a task sheet to be completed by the student or trainee. Individual assessment charts to be completed during the assessment show how the students/trainee performed each individual task. A summary assessment chart allows the assessor to aggregate assessment results. (YLB)

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ED356394

BASIC SKILLS ASSESSMENT

MATERIALS FOR ASSESSING COMPETENCE IN BASIC SKILLS

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ALBSU
The Basic Skills Unit

2

BASIC SKILLS

ASSESSMENT

MATERIALS FOR ASSESSING COMPETENCE IN BASIC SKILLS

CONTENTS

Foreword	3
Notes for Assessors	4
Foundation Level Reading Tasks	8
Stage 1 Reading Tasks	16
Stage 2 Reading Tasks	29
Foundation Level Oral Tasks	34
Stage 1 Oral Tasks	36
Stage 2 Oral Tasks	37
Foundation Level Writing Tasks	39
Stage 1 Writing Tasks	45
Stage 2 Writing Tasks	48
Foundation Level Numeracy	50
Stage 1 Numeracy	58
Assessment Charts	74

We would like to thank Cambridge Training and Development Ltd for their work on these materials.

We are also grateful to the following who assisted in testing the materials

Chris Cox: *Youth Education Service*

Michelle Du-gard: *Mowlem*

Peter English: *North Derbyshire Chamber of Commerce*

Kate Harker: *Darlington College of Technology*

Kerry Hunt: *RCBI Training Ltd*

Joyce Roberts: *Havering GTA*

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First published March 1992

Reprinted March 1993

ISBN 1 870741 38 2

Design: Studio 21

FOREWORD

This Basic Skills Assessment material is based on Standards which describe how and to what level of performance adults should be able to use communication and number skills. The Standards were developed as part of the Basic Skills Accreditation Initiative (BSAI), a project managed by ALBSU and funded jointly by the Department of Education and Science and the Employment Department between November 1988 and September 1991. The main aim of BSAI was to develop accreditation and certification for adults in the essential skills of reading, writing, oral communication and numeracy. These have been used to develop new qualifications in communications skills and numeracy – Wordpower and Numberpower.

The ALBSU Standards are consistent with and complement National Vocational Qualifications (NVQs). The Standards also link to Attainment Targets in the National Curriculum in schools and provide a framework for recording and recognising the core skills of communication and numeracy which underpin most qualifications, as well as the ability to perform many activities in everyday life.

This assessment material provides a way of assessing people's competence against these Standards. This material does not attempt to report against all elements contained within the Standards. It uses some of these elements to indicate both different types of skill usage and the level of sophistication someone has reached in using their basic skills. The majority of tasks reflect the lower levels within the communication skills framework and the first two levels for numeracy. The material does not directly assess the highest level within the accreditation framework derived from the Standards. If someone has no difficulty with the most complex tasks contained in this material and assuming accreditation is part of their agenda, they can be assisted to prepare evidence which will enable them to be accredited at that highest level.

Using these Standards fills a gap in basic skills education and training, giving a more rigorous instrument for assessing basic skills, whilst maintaining an approach likely to enhance future learning experience.

Alan Wells
Director

NOTES FOR ASSESSORS

Introduction

ALBSU's Basic Skills Assessment material provides an initial assessment procedure that can be used in basic skills programmes, further education, prisons, voluntary organisations, workplace training and Training and Enterprise Council and government funded training programmes. The material has been developed to help identify the level of basic skills competence of people entering education or training.

The Basic Skills Assessment material will:

- provide information to help draw up an individual learning plan
- help students and trainees appreciate their current level of competence. Piloting has shown that the assessment helps people understand what they need to do to improve their communication and number skills
- help establish the right level at which to start Wordpower and Numberpower.

Who should do the assessment?

It is important that anyone undertaking assessment of basic skills should make themselves familiar with competence-based accreditation and in particular with the ALBSU Basic Skills Standards. Users should have experience of interviewing basic skills students and trainees. Assessment of basic skills should be used in negotiating and determining a 'learning plan' for each student or trainee.

In some instances, assessment may take place before entry to a basic skills programme or before placement. The outcome of the assessment should inform delivery of basic skills and understanding and good communication between assessor and deliverer is therefore important. It is also critical that feedback is given to the student and trainee to ensure that she/he is aware of the reason for assessment and of action that will follow.

The material

There are three main elements.

- A set of instructions for carrying out a series of assessment tasks. Each task is linked to an element of the ALBSU Standards. These Instruction Sheets give you:
  - details of performance criteria by which a task should be judged
  - assessment guidelines which indicate answers and standards of performance which are acceptable
  - the time allowance for completion of a task
  - a script to use in conducting the assessment
  - Next Steps which give suggested routes through the material.

- Linked to each assessment task is a Task Sheet which the student or trainee needs to read or fill in.
- Assessment Charts. These are of two kinds. The first, Individual Assessment Charts, need to be completed during the assessment and show how the student/trainee got on at each individual task. These separate the four main skill areas. The second, Summary Assessment Chart, allows the assessor to aggregate the results of the assessment.

You need to identify for each assessment task whether the student/trainee was:

- competent
- in need of revision
- not competent

You should tick 'in need of revision' if:

- the student/trainee failed to answer one or more questions correctly in any single task
- the student/trainee met most of the performance criteria but had some weak points
- for some reason, e.g. an interruption or time pressure, you felt that they did not perform as well as they could
- the student/trainee took considerably longer than the time allowed.

Please note before starting the assessment that oral skills are assessed during the reading assessment. There is also a link between one writing task and an oral task.

Before the assessment

You may find it useful to take out the task sheets and keep these separately. You will also need to have made copies of the Assessment Charts. In using the material you should take note of the points below.

- Make sure the student/trainee knows why they are doing the assessment, what the result of doing the assessment will be and have agreed to take part.
- Tell the student/trainee what you are writing and that you will discuss it with them.
- Put assessment into a wider context (i.e. it will help them to develop an individual 'learning plan' and help them judge the progress they make).
- You can undertake assessment over a period of time if the student/trainee finds concentration difficult.

Reading and Oral Assessment

Read this section carefully, especially to find out how the oral assessment is structured. The oral assessment requires you to move backwards and forwards through the tasks, so it is essential you understand it thoroughly.

Writing

Photocopy the Task Sheets candidates need to write on and have available blank paper for tasks that require writing. A student/trainee can use pen, pencil or a typewriter or keyboard if she/he prefers. For successful completion of one of the tasks the use of a pen is prescribed.

Number

Photocopy all the Task Sheets that a student/trainee needs to write on and make sure that they have a pen or pencil, a ruler (marked in sixteenths of an inch and in millimetres) and a calculator. Please note that use of a calculator is not allowed in some of the tasks. If the student/trainee says that they cannot do the task without a calculator, allow them to use one, but note this on the Individual Assessment Chart.

During the assessment

Explain before assessment begins exactly why you are giving them these tasks.

The script on the instructions is a guideline only. You do not have to follow it word for word.

Check that the student/trainee meets the performance criteria. These run down the side of the pages which provide instructions for you. The student/trainee should have met the performance criteria if they do the task competently.

The student/trainee's answers do not have to be identical to the answers given in the assessment script (except for the numeracy assessments) – the sense needs to be the same.

Make a note of whether the student/trainee was:

- 'competent' – i.e. answered questions correctly or completed the given task accurately and with confidence.
- 'in need of revision' – i.e. was not fully competent
- 'not competent' – i.e. work is needed to develop these skills.

Check the Next Step guidelines for each task or group of tasks. You are unlikely to need to take all students/trainees through all assessment tasks. It would take too long and will achieve no more than would be achieved from careful selection of tasks. The Next Step guidelines are included to help you select appropriate tasks to use.

At the top of each Instruction Sheet is the approximate amount of time each task should take. If a student/trainee is spending very much longer than the time given, it probably indicates that they do need some revision even if they did the task correctly. If this is the case, tick the 'in need of revision' box on the assessment chart.

For **Reading and Oral** sections reassure the student/trainee that they do not have to read aloud and, as these are not tests of memory, they may refer to the task sheets as often as required in order to answer the questions. Spend a little time talking to the student/trainee about the text they are going to read to check they know some of the less familiar words.

For the **Writing** tasks encourage the student/trainee to talk about what they would like to write before they start. Some people may need reassurance during this part of the assessment.

For the **Number** tasks if the student/trainee is not a confident reader, read out the instructions for the tasks to them, more than once if necessary. Remember it is numeracy that is being assessed, not reading skills.

After the assessment

Tell the student/trainee how they did and discuss areas where they need further help. Discuss their feelings about the tasks and, if necessary, explain how it will help in developing a 'learning plan'.

Complete each Individual Assessment Chart by putting a dash in all the boxes where an assessment was not carried out. Add any relevant notes to the chart, in the space provided. You should record occasions when you needed to read instructions to the student/trainee for the numeracy tasks. Include any comments that will be helpful in developing learning plans and/or in establishing appropriate levels of accreditation which could be pursued.

Complete the Summary Assessment Chart on which you will aggregate the results of the assessment.

The completed Individual Assessment Charts should be attached to the Summary Assessment Chart where this is to be given to a tutor or trainer.

INSTRUCTION SHEET

READING TASK
R1
FOUNDATION LEVEL

Time allowance – 3 minutes.

TASK TITLE

Reading textual material.

ELEMENT 1

Extract the main idea from a piece of text.

PERFORMANCE CRITERIA

Report accurately on the main points.

SCRIPT

I'd like you to start by doing some reading, you don't have to write anything. There are two pieces of writing. You only have to read one.

The first is a short piece of writing by someone who came to live in England from another country. The second is the sort of note that could be put through your door. Read one of them to yourself and then I will ask you two questions about what it says. You can look back at the writing to answer the questions; this is not a memory test.

ASSESSOR

Give the student/trainee Task sheet R1A and R1B. Check which one they have read and then ask:–

SCRIPT

A. 1. Where did the writer stay when he first came to England?

2. Now can you tell me what the two main problems were that he had when he arrived?

or

B. 1. What does the leaflet advertise?

2. What would you do if you had a large table that you wanted to give them that you could not get to the jumble sale yourself?

ASSESSMENT GUIDELINES

A. Answer 1. North London or London.

Answer 2. a) They couldn't get a place of their own.
b) They couldn't get a job.

B. Answer 1. A jumble sale.

Answer 2. Give Ann a ring on 62374 and ask if someone could collect it.

NEXT STEP

At this stage you need to make a judgement. If the student/trainee obviously found this very easy do not carry on with foundation level reading assessments but move straight to Stage 1. Go to task R5 (page 19), Reading textual material, Element 1. You can always return to Foundation level if necessary. Otherwise move on to the next task R2 at Foundation level, Reading textual material, Element 2 within which you will also be assessing oral skills.

TASK SHEET

Reading textual material

READING TASK
R1A
FOUNDATION LEVEL

Element 1: **Extracting the main idea from a piece of text**

I came to this country from Trinidad in 1978. First of all I stayed in North London with a family friend. I couldn't get a job. I couldn't get a place of my own. I was very unhappy. In the end I did get work and things started to get better. My first job was as a van driver for a flower shop.

BEST COPY AVAILABLE

WEST ROAD INFANTS SCHOOL

is holdings its

SPRING JUMBLE SALE

on Saturday 10th April

Starting at 2.00pm
Entry is free

Please bring any jumble to the school on Saturday morning. If you have any big items we will be happy to collect.

Just ring Ann on 62374.

INSTRUCTION SHEET

Time allowance – 6 minutes (includes time for task 01).

TASK TITLE

Reading textual material.

ELEMENT 2

Refer to written instructions to carry out an activity.

PERFORMANCE CRITERIA

1. Refer to the instructions at the start, and as a check on progress when necessary.
2. Use the instructions for the task in hand or report accurately how they would be used.
3. Check back against the instructions to identify and report the reason, if the outcome is not achieved.

ASSESSOR

During this activity you will need to start assessing oral competence. The performance criteria and questions for this are given in task O1. Once this reading assessment has been completed go straight on to page 34, the oral assessment (task O1) then come back to task R3. After the task has been completed please record the result of this task, R2, and O1 on the Individual Assessment Chart.

SCRIPT

Here are two pieces of writing that tell you how to do things. One is a recipe, one is to do with decorating. Read one of them, than I'll ask you two questions. You will have the text to refer to – this isn't a memory test.

ASSESSOR

Give the student/trainee Task sheet R2A - A simple recipe, and task sheet R2B – Instructions for cleaning paint brushes. Check which one they have read and then ask:

SCRIPT

A. 1. What do you need to buy to make this dish?

2. How would you know that this dish was ready to come out of the oven?

or

B. 1. If you have been painting with a water-based paint, what should you wash your brush in?

2. How should you store paint brushes when they are dry?

ASSESSMENT GUIDELINES

A. 1. Potatoes, onion, butter, cheese, milk, salt, black pepper and parsley.

2. The potatoes will be tender and the top will be browned.

B. 1. Warm water and a little washing-up liquid.

2. Flat.

NEXT STEP

Move on to task R3, Reading graphical material for everyday purposes, Element 3. This is the last task at the Foundation stage for Reading.

TASK SHEET

Reading textual material

READING TASK R2A FOUNDATION LEVEL

Element 2: **Refer to written instructions to carry out an activity**

An economical, nourishing family recipe to make potatoes more exciting.

Potato Layer Bake

Serves 4

1kg/2lb peeled potatoes (thinly sliced)
1 large onion (thinly sliced)
50g/2oz English butter
175g/6oz mature English Cheddar cheese (grated)
300ml/½ pint milk
Salt and black pepper
Parsley for garnish

Method

1. Using an ovenproof dish, layer up the potatoes, onion, knobs of butter and cheese, ending with a layer of cheese and butter.

2. Season the milk with salt and freshly ground black pepper, pour over.

3 Bake mark 5, 190°C/375°F for 1½ hours or until the potatoes are tender and the top browned.

4. Garnish with parsley before serving.

TASK SHEET

Reading textual material

READING TASK
R2B
FOUNDATION LEVEL

Element 2: **Refer to written instructions to carry out an activity**

Cleaning paint brushes

Get off as much paint as you can. To do this use the brush on a pad of newspaper.

If you have used an oil-based paint soak the brush in white spirit, and then wash in warm water with a little washing-up liquid.

If you have used a water-based paint, just wash the brush in warm water with a little washing-up liquid.

Then rinse and dry and keep flat.

INSTRUCTION SHEET

READING TASK
R3
FOUNDATION LEVEL

Time allowance – 3 minutes.

TASK TITLE

Reading graphical material for everyday purposes.

ELEMENT

Extract information from tables.

PERFORMANCE CRITERION

Use the information for the task in hand or report accurately how it would be used.

SCRIPT

Please look at these charts: they are size guides for people when they are ordering goods from a mail order catalogue. Have a good look at them.

ASSESSOR

Give the student/trainee Task sheet R3 – Two sizing charts, and then ask:

SCRIPT

1. *If you were ordering a skirt for a lady with a 26 inch (or 66 cms) waist, what size would you order?*

2. *If an American man bought size 10 shoes in America, what size would he have to buy in the UK?*

ASSESSMENT GUIDELINES

1. Size 12

2. Size 9

NEXT STEP

Move on to task R4 which is the beginning of the assessment for Stage 1 for Reading – Reading textual material, Element 1. If the student/trainee has had difficulty reading at this level move on to Foundation Level Writing (page 39) or Foundation Level Numeracy (page 50).

TASK SHEET

Reading textual material

READING TASK R3 FOUNDATION LEVEL

Element 3: **Extract information from tables**

MEN'S SIZES

Men's Coats Jackets and Suits	British	34	36	38	40	42	44
	American	34	36	38	40	42	44
Men's Shoes	British	6	7	8	9	10	11
	American	7	8	9	10	11	12

Note the equivalents are not exact between the different sizes so the chart is a guide only.

Men's Shirts	British	14	14½	15	15½	16	16½
	American	14	14½	15	15½	16	16½

WOMEN'S SIZES

ORDER SIZE	**8**		**10**		**12**		**14**		**16**		**18**	
	ins	cms	ins	cms	ins	cms	ins	cms	ins	cms	ins	cms
to fit bust	30	76	32	81	34	86	36	91	38	97	40	102
to fit waist	22	56	24	61	26	66	28	71	30	76	32	81

ORDER SIZE	**20**		**22**		**24**		**26**		**28**		**30**	
	ins	cms	ins	cms	ins	cms	ins	cms	ins	cms	ins	cms
to fit bust	42	107	44	112	46	117	48	122	50	127	52	132
to fit waist	34	86	36	91	38	96	40	102	42	107	44	112

INSTRUCTION SHEET

READING TASK
R4
STAGE 1

Time allowance – 5 minutes.

TASK TITLE

Reading textual material.

ELEMENT 1

Extract information or meaning from a variety of written sources.

PERFORMANCE CRITERION

Report accurately on the relevant main points.

SCRIPT

The first piece of writing is an article from a newspaper. The second is a letter from a headteacher of a comprehensive school to the parents and guardians of all the children in the school. Read one of them and then I'll ask you two questions. You will have the writing to refer to; this isn't a memory test.

ASSESSOR

Give the student/trainee task sheet R4A – a newspaper article – and R4B – a letter from a headteacher to parents. Check which one they have read and then ask:

SCRIPT

A. 1. What are the symptoms of this illness?

2. Who are the people most likely to be severely affected?

or

B. 1. Why has the school changed its pattern of open evenings?

2. What is the reason for the Consultation Evening for the parents of Year 7 children?

ASSESSMENT GUIDELINES

A. 1. Diarrhoea, fever, stomach pains, passing blood and vomiting.

2. The young or old.

or

B. 1. So that more parents will be able to attend.

2. To see how the children have coped with the move from primary school and to raise any questions or concerns.

NEXT STEP

Move to task R5.

TASK SHEET

Reading textual material

READING TASK
R4A
STAGE 1

Element 1: **Extract information or meaning from a variety of written sources**

70 hit by bug after party

Health chiefs were today trying to trace party guests after 70 of them went down with dysentery.

Experts described the outbreak as one of the biggest for several years and warned that anyone who became ill should stay away from work or school until 48 hours after the symptoms cease.

About 150 party guests celebrated the wedding of the mayor in the town hall.

Already more than 70 families have been hit by the illness.

The symptoms include diarrhoea, fever, stomach pain, passing blood and vomiting.

Dr Douglas Barker, community physician based at the Hospital, said: "It is a very large outbreak."

He said the illness was highly contagious.

"Absolutely scrupulous attention to personal hygiene is vital to prevent further spread.

We are still following up the source of the outbreak, but we have identified the bug as Shigella, a form of dysentery.

The young or old are likely to be more severely affected and they need to take special care if they become ill."

He said symptoms usually develop one to three days after infection and last four to seven days. People concerned about their condition should seek medical advice.

TASK SHEET

Reading textual material

READING TASK R4B STAGE 1

Element 1: **Extract information or meaning from a variety of written sources**

WEST STREET COMPREHENSIVE SCHOOL

10th April

Dear Parent or Guardian

Parents' Evenings

We have been reviewing our pattern of parents' evenings. In the past we have held one evening a year for each year group and the evenings have started at 6.30pm and ended at about 9.30pm. This arrangement has meant that many parents have been unable to attend.

We have had several discussions with parents and staff and have decided to change to a more flexible programme. There will be two different kinds of evening and we will vary the times. We hope that you will be able to choose a date and a time that is suitable for you.

1. Open session There will be four of these during the year for parents of children in any of the year groups. Just come on the evening that suits you and make appointments to see teachers in the usual way.

2. Consultation sessions: Years 7 and 11 These will be extra evenings for parents of children in these two years. The Year 7 evening will be in November so that parents can find out how their children have coped with the move from Primary School and so that they can raise any queries or concerns. The evening for Year 11 parents will be in January after the mock GCSE examinations so that questions relating to examinations and to course work can be raised. Parents of children in Years 7 and 11 are also welcome to attend any of the open sessions as well.

Dates of these evenings will be sent home with your son or daughter in the next two weeks. During all these evenings the school shop will be open, there will be a second-hand uniform sale, and coffee, tea and biscuits will be served in the Common Room.

Yours Sincerely

L. Timms
Headteacher

INSTRUCTION SHEET

Time allowance – 3 minutes.

TASK TITLE

Reading textual material.

ELEMENT 2

Refer to written instructions to carry out an activity.

PERFORMANCE CRITERIA

1. Refer to instructions at the start, and as required for monitoring progress.
2. Use the information for the task in hand or report accurately how it would be used.

SCRIPT

There are some instructions on this sheet. Read through them and afterwards I'll ask you about them.

ASSESSOR

Give student/trainee Task sheet R5 – Instructions on guarantee registration, and then ask:

SCRIPT

1. *Instruction 1 tells you how to find the model number and the serial number. Can you tell me where the serial number is located?*
2. *When the form has been filled in, what should you do with it.*

ASSESSMENT GUIDELINES

1. Located on both ends of the carton and on the 'rating' label.
2. Tear or cut off the section containing the application form, put a stamp on it and post it.

NEXT STEP

Move on to task R6.

TASK SHEET

Reading textual material

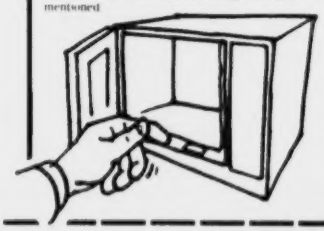
READING TASK R5 STAGE 1

Element 2: **Refer to written instructions to carry out an activity**

HOW TO REGISTER FOR YOUR FREE 5-YEAR GUARANTEE CARD.

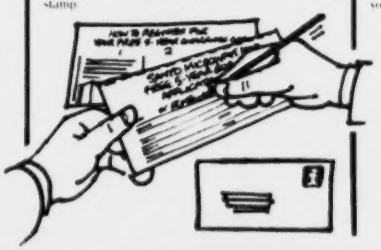
1

Find the Model Number of your oven. This is located on the outside of the carton, on the instruction booklet and on the 'rating' label you will see as you open the door. (Except on Model EM 5714, where the 'rating' label is affixed to the back of the oven.)
Now find the Serial Number. This is located on both ends of the carton and on the 'rating' label just mentioned.



2

Fill in all parts of the Application Form below. Failure to fill in all parts will mean we will have to return it to you. Then detach the Application Form from this part of the Document at the dotted line provided, and affix postage stamp.



3

Simply pop the stamped Application Form in the post to us WITHIN 30 DAYS OF PURCHASE. We will do the rest.
Your personal 5-Year Guarantee Card will be sent to you, but please allow 28 days for delivery.

SANYO MICROWAVE OVEN FREE 5-YEAR GUARANTEE APPLICATION FORM

Please detach this section and return within 30 days.

NAME

ADDRESS

STORE NAME

ADDRESS

MODEL NUMBER — DATE OF PURCHASE

SERIAL NUMBER — PURCHASE PRICE

RECEIPT NO

Please do not write below this line — For office use only. Number allocated

SANYO

INSTRUCTION SHEET

READING TASK
R6
STAGE 1

Time allowance – 10 minutes (includes time for task 02).

TASK TITLE

Reading textual material.

ELEMENT 3

Consult a reference source to obtain a specific item of information.

PERFORMANCE CRITERION

Find the item of information required.

ASSESSOR

During this activity you will need to start assessing oral competence. The performance criteria and questions for this are given in task 02, (page 35). Once this reading assessment has been completed go straight to the oral assessment (02) then come back to task R7. After the task has been completed please record the result of this task, R6, and 02 on the Individual Assessment Chart.

Give student/trainee Item R6 to study – a page from a local business directory.

SCRIPT

Here is a page from a local business directory. Have a look at it and then I'll ask you some questions.

1. *How many Locksmiths are listed? Who are they?*

2. *Give me the name of one of the Luggage Retail Services that are listed.*

ASSESSMENT GUIDELINES

1. Seven Locksmiths are listed. They are Cambridge Master Locksmiths, Cambs Lock & Safe, R&W Collett, Five Star Absolute Security, Robert Dent Ltd, SJH Sparkes and Sons Ltd and WB Want.

2. Equator Plc or Papworth Group.

NEXT STEP

You need to make a judgment at this stage. If the student/trainee is obviously finding these Stage 1 tasks very easy (2 reading and 1 oral) you may not think it is necessary to do any more at Stage 1. You can move directly to the assessment of Stage 2 – starting with task R10 (page 29), Reading textual and graphical material, Element 1. If the student/trainee is not able to answer any questions so far at Stage 1 move back to Foundation Level if you had previously moved to Stage I from Reading Task R1. Or move on to the Writing or Numeracy Tasks.

2.

TASK SHEET

Reading textual material

READING TASK R6 STAGE 1

Element 3: Consult a reference source to obtain a specific item of information

LOCKSMITHS

Cambridge Master Locksmiths
Unit 15 Robert Davis Ct Nuffield Rd Cambridge 0223 425080

CAMBS LOCK & SAFE 52
LOCKSMITHS & ENGINEERS
MEMBER MASTER LOCKSMITH ASSOCIATION
24 HOUR EMERGENCY SERVICE
DOMESTIC • COMMERCIAL • INDUSTRIAL
ALL MAKES OF LOCK SUPPLIED AND FITTED
FULL KEY CUTTING SERVICE
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91 KING STREET CAMBRIDGE CB1 1LD

Collett R & W 19 Saffron Rd Histon Cambridge ..0223 234098
Five Star Absolute Security
16 Mill Rd Cambridge 0223 328900
Robert Dent Ltd
41-195 Sturton St Cambridge 0223 350038
Sparkes S J H & Sons Ltd
Devonshire Rd Cambridge 0223 356172
Ward W B
The Aerie Hay Meadow Lane Cambridge 02205 2260

LOFT CONVERSIONS

Barcol Loft Conversion
4 Manor Rd Comberton Cambridge 0223 262057
Clarke & Smith (Builders) Ltd
14 Chedders La Cambridge 0223 328939

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FULL SERVICE FROM START TO FINISH, INCLUDING:-
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- DESIGN
- ALL WORK GUARANTEED
- FREE ESTIMATES

NHBC
CAMBRIDGE (0223) 835606 AFTER 6pm

▶ **LOFT INSULATION CONTRACTORS**
See Insulation Installers

▶ **LOOSE COVERS**
See Fabric Shops; Soft Furnishings – Retail; Upholsterers

▶ **LOOSE LEAF STATIONARY**
See Office Stationery Supplies; Stationery Suppliers

▶ **LORRIES**
See Commercial Vehicle Dealers; Van & Truck Hire

▶ **LOSS ADJUSTERS**
See Insurance Services

LUGGAGE - RETAIL

Equator PLC
Care Of Debenhams 10-40 The Grafton Centre Cambridge 0223 353525
Care Of Eaden Lilley Market St Cambridge 0223 358822
Papworth Group
Travel Goods Papworth Everard Cambridge 0480 830345

M.O.T. TESTING CENTRES

Auto Mech Coldhams Rd Cambridge 0223 241154
Bar Hill Motors Ltd
Tescos Car Park Long Rd Bar Hill Cambridge 0954 781132
Crossways Garage
3 Longstanton Rd Oakington Cambridge 0223 233003
McKenze & Haywards Garage
9 High St Linton Cambridge 0223 894140

NATIONAL
WE AIM TO PASS YOUR CAR WITH THE MINIMUM FUSS AND INCONVENIENCE
Newmarket Road
Cambridge
0223 354201
NATIONAL TYRES AND AUTOCARE

Salisbury Ted & Sons Ltd
2 Elizabeth Way Cambridge 0223 321321

▶ **MACHINE TOOLS - SALES**
See Power Tools; Tool Merchants

▶ **MACHINERY HIRE**
See Plant & Machinery Hire & Leasing

MACHINERY - INDUSTRIAL & COMMERCIAL

Cambridge Machine Tool Co Ltd
Chedders La Newmarket Rd Cambridge 0223 351820
Electronics Industrial Ltd
The Barn Mortimers La Foxton Cambridge 0223 870817
Labmark (Cambridge) Ltd
1 Pembroke Av Waterbeach Cambridge 0223 861665
Lancer (UK) Ltd
Pembroke Av Waterbeach Cambridge 0223 861665
Mechanics Industrial Ltd
The Barn St Catherines La Foxton Cambridge 0223 870817

▶ **MAGAZINE DISTRIBUTORS**
See Distribution Services

▶ **MAGICIANS**
See Entertainers

MAIL ORDER & CATALOGUE SHOPPING

Ampla Notepaper
104 Crowland Way Cambridge ..... 0223 3...882
Soul Agent 2 Kingston St Cambridge 0223 64419

▶ **MAILING MACHINES & EQUIPMENT**
See Office Furniture & Equipment – Hire & Leasing

▶ **MAJORETTES**
See Entertainers

▶ **MAPS**
See Bookshops; Maps, Charts & Globes

The Thomson Directory.
Your indispensable guide to businesses in the area.

MAPS, CHARTS & GLOBES

See Also Bookshops; Stationery Suppliers

DMAP Ltd 24 Cambridge Place Rd Cambridge 0223 324490

▶ **MARBLE SPECIALISTS**
See Stone Cleaning & Restoration; Stonemasons

MARINAS

Shrubbs W T & Son
Ait Farm Lode Cambridge 0223 811812

MARINE EQUIPMENT & SUPPLIES

See Also Boat Equipment & Accessories; Maps, Charts & Globes

Maritime Tracking Ltd
Jubilee Indust Est Milton Cambridge 0223 423510

MARINE SERVICES

Tyrrells Marine Ltd
21-27 Bermuda Rd Cambridge 0223 352847

MARKET RESEARCH

C M A Data Services
Cambridge Research Laboratories 18 Lismore Cresc Cambridge 0223 277709
Matrix Strategic Marketing
Certificate Market St Saxmundham Cambridge 0954 32033
Maurice Palmer Associates Ltd
Hampton Town Chapel St Cambridge 0223 68705
R D S Ltd
The Edwards 129 High St Bottisham Cambridge 0223 812826

MARKETING CONSULTANTS

A K Marketing
Meadowcroft Church St Cambridge 0223 353310
Cambashi Ltd 52 Mawson Rd Cambridge 0223 460439
Cambridge Scientific Ltd
Hogsthorpe Hse Fowlmere Great Shelford Cambridge 0223 845841
Camtech Marketing 144-146 High St Cambridge 0954 51254
Connect Sales & Marketing
184 Histon Rd Cambridge 0223 351771
Dolphin Publicity 53 Clifton Rd Cambridge 0223 413223
I M P Cambridge Ltd
50 Cambridge Pl Cambridge 0223 464961
Letty Hurrell Marketing Services
16 Science Park Cambridge 0223 423883
Marketplan 21 St Andrews St Cambridge 0223 62888
M M S Marketing 30 Pembroke St Cambridge 0223 69067
Morse Louse Marketing Services
16 Science Park Cambridge 0223 432610
The Barn Moorbarns Great Shelford Cambridge 0223 872929
Search (UK) Ltd
St Johns Innovation Centre Cowley Rd Cambridge 0223 421115
Stuff Michael Figtree Hill 6 Fitzwilliam Rd Cambridge 0223 461433
Strategic Marketing Services
1 Cambridge Place Rd Cambridge 0223 350706
Technology Connections International
St Johns Innovations Centre Cowley Rd Cambridge 0223 421217

▶ **MARKING & IDENTIFICATION EQUIPMENT**
See Rubber Stamps

MARQUEES, TENTS, & PORTABLE FLOOR HIRE

Cambridge Marquees Ltd
White Hill Farm Grahams Rd Great Shelford Cambridge 0223 840929
Hadley Marquees
The Grove 15 High St Great Shelford Cambridge 0223 845781
Highfield Tiffany
30 Swaffham Rd Burwell Cambridge 0638 742562
R W Marquee
134 Rampton Rd Willingham Cambridge 0954 60831

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INSTRUCTION SHEET

READING TASK
R7
STAGE 1

Time allowance – 4 minutes.

TASK TITLE

Reading graphical material for everyday purposes.

ELEMENT 1

Read and act on signs and labels.

PERFORMANCE CRITERION

Report accurately upon the meaning of the sign or label.

SCRIPT

This chart gives washing instructions for different kinds of fabrics. Have a good look at it and then I'll ask you about it.

ASSESSOR

Give the student/trainee Task sheet R7 – Washing instructions and then ask:

SCRIPT

1. *If you wanted to wash a polyester and cotton shirt, what temperature would you set an automatic machine at?*
2. *Show me the sign you would see in a garment if you could not machine or handwash it.*

ASSESSMENT GUIDELINES

1. 50°.
2.

NEXT STEP

Move on to Task R8.

TASK SHEET

Reading graphical material for everyday purposes

READING TASK R7 STAGE 1

Element 1: Read and act on signs and labels

start automatically up to several hours later enabling the user to take advantage of 'Economy 7' electricity or to have the wash completed at a particular time of day.

The more expensive machines, especially those controlled by micro processors, rather than electro-mechanical timers, tend to include more of these features. In addition to the above, they may include refinements in all wash programmes. Examples are:-
a) Temperature sensed fill in which the machine automatically controls the amounts of hot and cold water, independent of their temperatures and flow rates, to give the ideal start temperature for all washes (about 40°C). This also saves time and energy.
b) Profiled washes in which the temperature of the wash is held at various stages during heating to enable specific ingredients in washing powders eg enzymes, low temperature bleaches, to work at their optimum temperatures.
c) Progress of wash display. The stage of the wash currently in operation is displayed on the control panel. The time to completion of the wash may also be shown.

MIXED LOAD WASHING ADVICE

1. Select lowest wash temperature indicated on the labels.
2. Where load contains labels with and symbols use the MEDIUM wash cycle at your selected temperature.
3. Where appears always use the MINIMUM wash cycle.

FABRIC CARE GUIDE

Textile/Machine Code		Handwash Instructions	Examples of Application
Old	New		
1 95° 9 95°	MAXIMUM wash in Cotton cycle	Hand hot (50°C) or boil. Spin or wring.	White Cotton and Linen articles without special finishes.
2 60° 3 60°	MAXIMUM wash in Cotton cycle	Hand hot (50°C). Spin or wring.	Cotton, Linen or Viscose articles without special finishes where colours are fast at 60°C.
4 50°	MEDIUM wash in Synthetics cycle	Hand Hot. Cold rinse, short spin or damp dry.	Polyester Cotton mixtures, nylon, polyester cotton and viscose articles with special finishes. Cotton Acrylic mixtures.
5 40°	MAXIMUM wash in Cotton cycle	Warm. Spin or wring.	Cotton, Linen or Viscose where colours are fast at 40°C but not at 60°C.
6 40°	MEDIUM wash in Synthetics cycle	Warm. Cold rinse, short spin. Do not hand wring.	Acrylics, Acetate and Triacetate, including mixtures with wool, polyester wool blends.
7 40°	MINIMUM wash in Wool cycle	Warm. Do not rub, spin. Do not hand wring.	Wool, Wool mixed with other fibres, Silk.
8 30°	Articles labelled 8 30 or 30 should be washed in the appropriate (40°C) MEDIUM or MINIMUM cycle or handwashed.		
		Handwash only, see garment label.	
		Do not machine or handwash.	

26

INSTRUCTION SHEET

READING TASK
R8
STAGE 1

Time allowance – 5 minutes.

TASK TITLE

Reading graphical material for everyday purposes.

ELEMENT 2

Plan a journey using maps.

PERFORMANCE CRITERIA

1. Include essential town/place/street names.
2. Include approximate distances.
3. Include all essential features shown on the source material (e.g. mountains, rivers, seas, lakes, churches, stations, etc).
4. Present the plan in correct sequence so that it can be used for its intended purpose.

SCRIPT

Take a good look at this map and when you're ready I'll ask you about it. Have a careful look at the key at the bottom of the page.

ASSESSOR

Give the student/trainee Task sheet R8 – A map of Bishops Stortford, and then ask:

SCRIPT

1. *Explain the route you would take from the cemetery to the shopping centre. Say which roads you would be walking along, and what you would pass on the way.*

2. *What roads would you see going off on your right?*

ASSESSMENT GUIDELINES

If the student/trainee chooses a different route check that the answers are correct for that route.

1. Along Apton Road, passing a school and an open air car park on the left. Then I would turn left into Potter Street which has shops on both sides. Then I would turn right into the shopping centre.

2. Jervis Road, Bartholomew Road, Oak Street, Middle Row, Newtown Road, Portland Road.

NEXT STEP

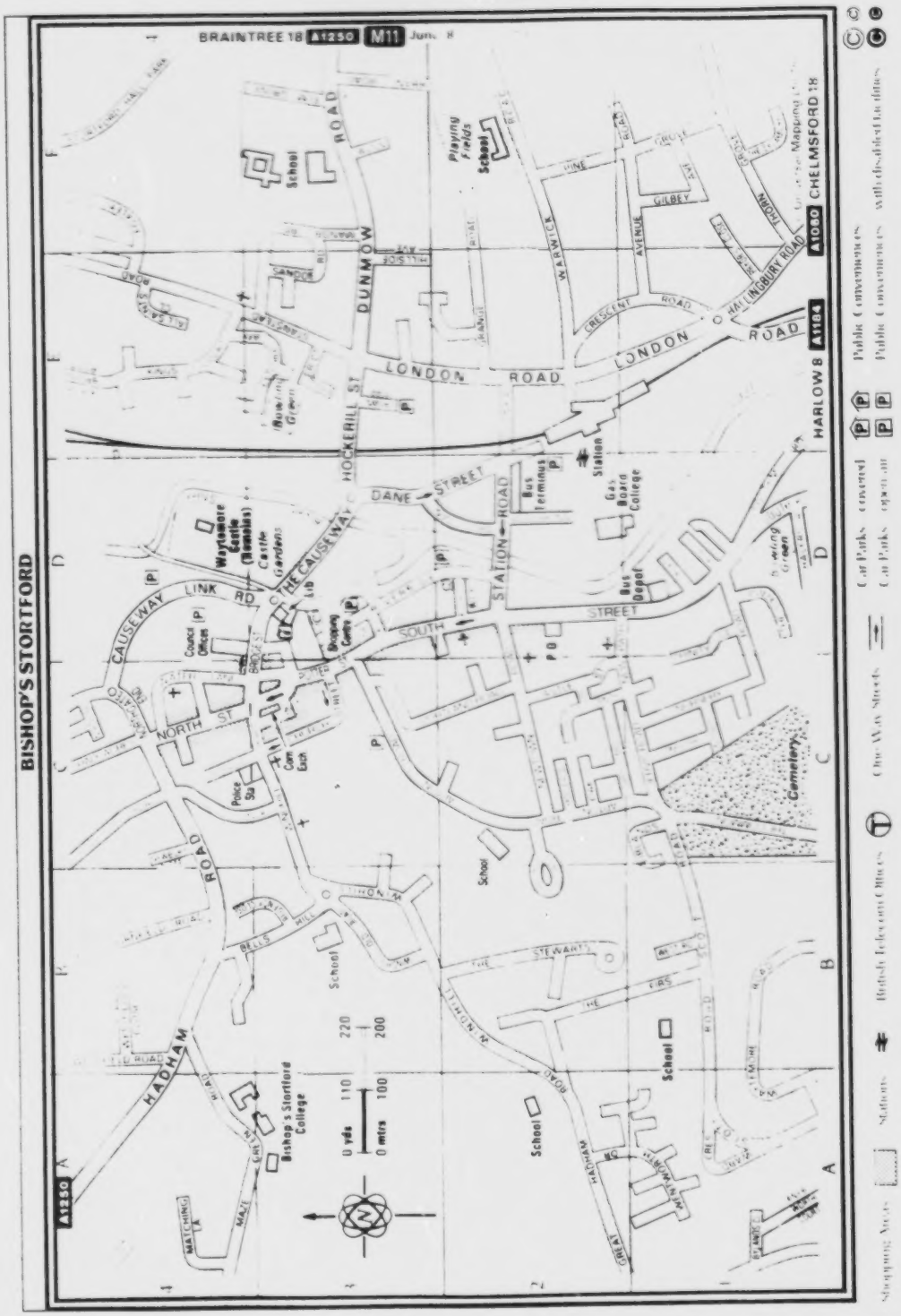
Move on to the task R9.

TASK SHEET

Reading graphical material for everyday purposes

READING TASK R8 STAGE 1

Element 2: **Plan a journey using maps**



INSTRUCTION SHEET

READING TASK
R9
STAGE 1

Time allowance – 4 minutes.

TASK TITLE

Reading graphical materials for everyday purposes.

ELEMENT 3

Extract information from tables.

PERFORMANCE CRITERION

Use the information for the task in hand or report how it would be used.

SCRIPT

Take a look at this chart. It lists some videos that are produced for training purposes by a company, their price and what else you get in the total package as well as a video. When you've had a look at it I'll ask you about it. You don't have to memorise the information. I am not going to take the sheet away.

ASSESSOR

Give student/trainee Task sheet R9 – A chart listing videos produced for training, and then ask:

SCRIPT

1. *If you were asked to order one of the Communication videos called 'Use Your Head', what would you get included in the package you were sent, and how much would it cost?*

2. *If you were asked to find out what videos this company produced on the subject of interviewing, what would you say?*

ASSESSMENT GUIDELINES

1. Two videos, trainers notes and two text books. £249.

2. They produce three videos called 'Successful Interviewing' (volumes 1, 2 and 3) and one called 'Body Language – The Interview Game'.

NEXT STEP

Move on to the first task for the Stage 2 assessment for Reading – Task R10, Reading textual and graphical material, Element 1. If you have ticked a number of 'not competent' or 'needs revision' boxes, move on to the Writing or Numeracy Tasks.

TASK SHEET

Reading graphical material for everyday purposes

READING TASK R9 STAGE 1

Element 3: **Extract information from tables**

NAME OF PACKAGE		CONTENTS				QTY	PRICE	£
Please send me the followng on **VHS format:**		Video cassette	Audio cassette	Trainers notes	Text book			
N E W !								
GIVE AND TAKE	VOL. 1	1		1			£119	
GIVE AND TAKE	VOL. 2	1		1			£119	
GIVE AND TAKE	VOL. 3	1		1			£119	
DOING BUSINESS IN FRANCE		2		1			£249	
DOING BUSINESS IN ITALY		2		1			£249	
DOING BUSINESS IN GERMANY		2		1			£249	
HAVE PROJECT WILL MANAGE		1		1			£119	
IDEAS UNLIMITED		2		1	1		£249	
MANAGING CHANGE								
THE TOM PETERS EXPERIENCE		2		1			£249	
MANAGING CHANGE		1			1		£119	
THE TIME MANAGER		1		1			£119	
MARKETING APRODUCT RANGE		1		1			£119	
WOMEN IN MANAGEMENT		2					£249	
MANAGEMENT CLASSICS		1					£119	
TOTAL QUALITY								
CROSBY ON QUALITY		2		1			£119	
QUALITY MAN – AN AUDIENCE WITH PHIL CROSBY		1		1			£119	
JOURNEY TO EXCELLENCE		2		1	1		£249	
MANAGING PROJECTS		1		1			£119	
JUST IN TIME!		1		1			£119	
COMMUNICATION								
SUCCESSFUL INTERVIEWING	VOL. 1	1		1			£119	
SUCCESSFUL INTERVIEWING	VOL. 2	1		1			£119	
SUCCESSFUL INTERVIEWING	VOL. 3	1		1			£119	
BODY LANGUAGE – THE INTERVIEW GAME		1			1		£119	
WORKING WITH ASSERTIVENESS		2		1			£249	
APPEARING ON CAMERA		2		1			£249	
THINKING IN ACTION		2		1			£249	
USE YOUR HEAD		2		1	2		£249	
LANGUAGES								
ESPANA VIVA		4	2	1	1		£199	
BUONGIORNO ITALIA		4	3	1	1		£199	
A VOUS LA FRANCE		4	2	1	1		£199	
DEUTSCH DIREKT		4	3	1	1		£199	
LANGUAGE PREVIEW TAPE		1					£15	
DON'T FORGET								
SAVE A LIFE		2			1		£79	
PREVIEW TAPE		1					£15	

FORMAT **VHS** ONLY

SUB-TOTAL

+ VAT @ 15%

TOTAL

INSTRUCTION SHEET

READING TASK
R10
STAGE 2

Time allowance – 8 minutes.

TASK TITLE

Reading textual and graphical material.

ELEMENT 1

Extract information from material in textual and graphical forms for a specific purpose.

PERFORMANCE CRITERIA

1. Identify the relevant points from the graphical material.
2. Identify the relevant points from the textual material.
3. Take appropriate action or report accurately on the information.

ASSESSOR

During these activities you will need to start preparing for the assessment of oral competence. The performance criteria for this are given in task 04 (Page 37). Students/trainees are asked to give information about themselves, and the assessor can note any possible subject for this purpose during the preceding assessment procedures.

SCRIPT

Here are some details of a river cruise from a holiday brochure.

ASSESSOR

Give the student/trainee Task sheet R10, and then ask:

SCRIPT

1. *On which days of the four countries cruise does the tour cross the border into Switzerland?*
2. *Using cruise code RH014 decide on the cost of a single outside cabin with a shower and WC on the promenade deck for a cruise starting on 25th June.*
3. *Put numbers by the names of the cities and towns to show the order of places which the ship will visit.*

ASSESSMENT GUIDELINES

1. Wednesday and Thursday, Days 7 and 8.
2. £1329.
3. 1 - Arnhem, 2 - Dusseldorf, 3 - Koblenz, 4 - Rudesheim, 5 - Speyer, 6 - Kehl, 7 - Basel, 8 - Breisach, 9 - Strasbourg, 10 - Mainz, 11 - Boppard, 12 - Cologne and 13 Arnhem again.

NEXT STEP

Move to task R11.

TASK SHEET

Reading textual and graphical material

READING TASK R10 STAGE 2

Element 1: Extract information from material in textual and graphical forms for a specific purpose

RIVER CRUISING

Sail up the Moselle to pretty Cochem

Four Countries River Cruise

Sail through four countries and romantic scenery on this cruise along almost the entire navigable length of the Rhine. With plenty of optional excursions available along the route you can visit historic cities and magnificent countryside.

Departure dates: Please see price panel.
Duration: 14 nights
Cruise Code: RH014

Arnhem, Holland
Thursday Day 1 After the mid-morning ferry trip from Dover to Ostend with lunch on board, or flight to Amsterdam, travel by coach to Arnhem and embark Regina Rheni in time for a light supper. Sail the following morning at 07.00.

Dusseldorf, Germany
Friday Day 2 Arrive in the bustling city of Dusseldorf at 19.00. Here you will find lovely old streets, elegant shops and plenty of nightlife.

Koblenz, Germany
Saturday Day 3
Sail along one of the most interesting parts of the Rhine. Stop briefly in the German capital Bonn to disembark passengers for an optional afternoon excursion to visit the Ahr Valley, producer of some of Germany's best red wine. Rejoining the boat in Andernach, you sail on to Koblenz arriving at 19.30.

Rudesheim, Germany
Sunday Day 4
Today you sail into the haunting Rhine Gorge, the scenic highlight of your cruise, to the ancient little town of Rudesheim, renowned for its excellent wines, arriving at 14.00 hours. There is an optional afternoon excursion to the legendary Lorelei Rock, a massive craggy peak rising sheer from the east bank.

Speyer, Germany
Monday Day 5
Today you head for the old imperial town of Speyer, dominated by its impressive Cathedral, the largest and most imposing of its period in Germany, arriving late afternoon for an overnight stay.

Kehl, Germany
Tuesday Day 6
There is an optional morning trip to Heidelberg, Germany's oldest university town, before sailing at 1.00 hours to Kehl. Originally a fishing village, Kehl became important in the 12C when a fortified bridge was built, making it with the imperial city of Strasbourg.

Basel, Switzerland
Wednesday Thursday Days 7 8
Today we cross the border into Switzerland arriving at Basel at 19.00 hours. You can take a full day optional excursion on Thursday through the spectacular alpine scenery of the Bernese Oberland.

Breisach, Germany
Friday Day 9
After a morning at leisure we sail at 13.00 hours to Breisach. Or you can join this afternoon's excursion to the Black Forest, a fairytale land of conifer forests, verdant valleys, rivers and streams, rejoining at Breisach.

Strasbourg, France
Saturday Day 10
Cruise through lovely scenery to the medieval city of Strasbourg. Arrive 11.00, enjoy an optional city tour. Overnight in Strasbourg.

Mainz, Germany
Sunday Day 11
Cruise all day through more beautiful countryside to the historic university town of Mainz, arriving 18.00 hours for an overnight stay.

Boppard, Germany
Monday Day 12
It is just a short trip to the pretty village of Boppard in the Rhine Gorge, arriving at 14.00 from where you can take an optional afternoon trip to the Moriel Valley.

Cologne, Germany
Tuesday Day 13
Continue to Cologne at 14.00 where you can take an afternoon excursion to legendary Drachenfels. Cruise in the evening to Dusseldorf where you will stay overnight.

Arnhem, Holland
Wednesday Day 14
You return to Arnhem with time to visit the site of the World War II airborne landings at Oosterbeek and the war cemetery and museum in Arnhem. Sit down to the Captain's Farewell dinner tonight.
Thursday Day 15
Disembark after breakfast and travel by coach to Ostend for the return ferry home with lunch aboard, or transfer by coach to Amsterdam airport for your flight home.

Example Prices

Regina Rheni		Rhine & Moselle		Four Countries	
Number of nights		7		4	
Dates		1 & 8 Aug	May 7 15 Jun 5 12 19 26 Jul 2 9 16 23 30 Aug 6 13 20 27 Sep 3 10 17 24 Oct 1 8 15 22 29	May 4 11 18 25 Jun 1 8 15 22 29 Jul 6 13 20 27 Aug 3 10 17 24 31 Sep 7 14 21 28 Oct 5 12 19 26	Jun 4 25 Jul 9 23 Aug 6 20 Sep 3 17 Oct 1 15 29
Code	Cabin Type	Deck	Sterling Fare	Sterling Fare	Sterling Fare
	2 tier outside shower & wc	Main	1141	619	555
C/D	2 tier outside shower & wc	Foam	1222	657	604
C/D	Single outside shower & wc	Main	1574	774	714
C/D	Single outside shower & wc	Foam	1713	837	787
C/D	Single outside shower & wc Use of twin cabin	Main	1744	1174	1144
Cruise codes		RH0 9		RH0 4	
Flight supplement from Heathrow		£5		£5	
Flight codes		RH0A 4		RH0A 4	
Flight supplement from Manchester		£0		£0	
Flight codes		RH0M 4		RH0M 4	

Rhine and Moselle

This week long cruise, centring on the Rhine Gorge with its spectacular rock formations, also carries you up the Moselle to the pretty village of Cochem.

Departure dates: 18 June, 20 August 1992
Duration: 7 nights
Cruise Code: RH019

Arnhem Holland
Thursday Day 1 After the mid-morning ferry trip from Dover to Ostend, with lunch aboard, or flight to Amsterdam, travel by coach to Arnhem and embark Regina Rhenii in time for a light supper. Sail at 07.00 the following morning.

Dusseldorf, Germany
Friday Day 2 Arrive 19.00, stay overnight.

Koblenz, Germany
Saturday Day 3 Cruise via Bonn for an optional afternoon excursion to the Ahr Valley rejoining Regina Rhenii in Andernach. Arrive Koblenz 1.30 for an overnight stay.

Cochem, Germany
Sunday Day 4 Arrive 14.00, stay overnight in Cochem.

Boppard, Germany
Monday Day 5 Arrive 14.30, stay overnight in Boppard.

Dusseldorf, Germany
Tuesday Day 6 Cruise to Cologne arriving 14.00, stay 4 hours for shopping or for an optional afternoon trip to Drachenfels. Continue to Dusseldorf arriving 20.30, stay overnight.

Arnhem, Holland
Wednesday Day 7 Arrive 4.00, stay overnight. Take an optional afternoon excursion to the battlefields.
Thursday Day 8 Disembark after breakfast and travel by coach to Ostend for the return ferry home with lunch on board, or transfer by coach to Amsterdam airport for your flight home.

Please Note: The itineraries could be subject to change for reasons beyond our control, such as water level lowering at bridges and locks.

Flight details: Heathrow to Amsterdam 1 hour 55 minutes. Depart UK 14.45. Return UK 12.20. Manchester to Amsterdam 1 hour 55 minutes. Depart UK 12.30. Return UK 16.55. Aircraft British Airways Airbus type Boeing 737-300 or 757.

INSTRUCTION SHEET

READING TASK
R11
STAGE 2

Time allowance – 5 minutes.

TASK TITLE

Reading textual and graphical material.

ELEMENT 2

Identify intention and meaning in textual material to form a judgement.

PERFORMANCE CRITERIA

1. Identify opinion and emotive language in the source material, as appropriate.
2. Identify the intention and meaning of the source material, as appropriate.
3. Reach a judgement.
4. Support the judgement reached by reference to the source material.

SCRIPT

One of these pieces of writing is from a magazine for senior citizens, and the writer is putting forward a point of view about counselling. The other is from a newspaper and is discussing the merits of game-shooting.

Read one to yourself and, as before, I'll ask you some questions about it.

ASSESSOR

Give the student/trainee Task sheet R11A – magazine article about counselling, or R11B – an article on game-shooting, and then ask:

SCRIPT

A. 1. What is the attitude of the writer to counselling?

2. I think the writer of this article experienced the Second World War. What evidence is there in the article to support this?

or

B. 1. The writer presents lots of reasons why he thinks game-shooting should continue. But what do you think his personal reason is?

2. If someone said to you that game-shooting should stop because the birds suffer, what argument against this would you give from this article.

ASSESSMENT GUIDELINES

A. 1. That counselling is given nowadays for trivial reasons and that many people in the past, who would have benefited from it, were not offered help.

2. The writer has experienced service reunions, and speaks with some knowledge about the experiences people had at that time.

B. 1. He is employed by the industry and without his job he may not be able to continue living in this part of the country.

2. The birds are looked after by game-keepers for both disease and damage.

NEXT STEP

Move to task 05.

TASK SHEET

Reading textual and graphical material

READING TASK R11A STAGE 2

Element 2: **Identify intention and meaning in textual material to form a judgement**

COUNSELLING OVERKILL

I WONDER IF other readers share my mixed feelings at the mention of the word "counselling" - a growth industry, it seems, these days? I can quite see that for anyone who has undergone a life-threatening experience, the opportunity to talk things over with a trained professional may be useful. Certainly better than bottling it all up inside. But has it all got a bit out of hand? Nowadays, it seems to me, if you have a bit of a near-miss on a zebra crossing - you're offered counselling. Soldiers and policemen, who presumably chose their jobs because of, not in spite of, the work entailed - are offered counselling. Soon, if you sneeze unexpectedly, you'll be offered counselling. Oh all right, perhaps I do exaggerate a little, but only the other day I read that large firms are being urged to offer counselling to senior executives who, at the peak of their careers, move around a lot to different parts of the country. The article admitted that these high-fliers enjoy the experience and choose it voluntarily - but they should be offered counselling just the same. Surely if ever there was a generation that should have been offered counselling it is the one that now makes up the current Saga Magazine readership - many of whom have endured not one but two world wars: mothers and wives who spent years not only separated from their sons and husbands but often left in a terrible limbo of not knowing whether their loved ones were alive or dead. And what of the prisoners of war - should they have had counselling? Would it have helped? In a sense, of course, they did - anyone who has attended a service reunion knows that, at its core, that is what it is all about. For once, the British "stiff upper lip" is put aside and people who have shared similar, frightening experiences re-live them and to some degree get it out of their systems. However, putting the clock back to the mid-Forties, could those men returning from war have been helped more by talking to a stranger, in all probability one who had not experienced these things at first hand?

TASK SHEET

Reading textual and graphical material

READING TASK R11B STAGE 2

Element 2: **Identify intention and meaning in textual material to form a judgement**

IS GAME SHOOTING OK?

A gamekeeper writes

What these Anti-Blood Sport Brigade don't realise is the employment hunting brings to an area like this. I mean, you try living here, and I don't mean a holiday. There's nothing to do, we're cut off in the winter. Working for the shoot doesn't just involve a couple of days in August, you know. We have to maintain the acreage to ensure the habitat of the birds is never ruined and keep the land clean and clear. So in that sense, WE are the environmentalists. We look after the birds, checking for disease and damage, so you see we are conservationists too. Sure we all have guns and I know for a fact, that the licence money on all the guns in Britain brought in over £2 million pounds to the Exchequer. And that's nothing compared to the amount of money hunting, coursing and all the support trades made for this country last year - £22 million in collected taxes. I know if it wasn't for the shoot I would have to leave here, and it is the most beautiful place in the world.

Did you know that some 62,500 jobs are dependent on country sports. This does not include those casual, seasonal or part-time beaters and pickers-up.

INSTRUCTION SHEET

ORAL TASK 01
FOUNDATION LEVEL

Time allowance – none because it is integrated in task R2.

TASK TITLE

Conversing with one other person.

ELEMENT

Provide information to one person.

PERFORMANCE CRITERIA

1. Provide information in a sensible order.
2. Use language which the other person is likely to understand and find appropriate.
3. Use appropriate volume of voice, articulation, and, if face to face, body language and facial expression for the other person and situation.
4. Check the other person's understanding at any appropriate moment.
5. Suggest further sources of help or information if necessary.

ASSESSOR

You will already have listened to the answers the student/trainee has given to Task R2. Check those answers and the answers to these questions against the performance criteria. Remember to ask them the pair of questions that are on the same subject as the article they read for Task R2. If they could not answer you can still test their oral skills as indicated below.

SCRIPT

A. 1. What sort of things do you cook?

2. Can you tell me how to make one thing that you cook.

If the answer is that they don't cook at all ask them to describe a favourite meal.

or

B. 1. What decorating have you done?

2. Can you tell me about one room you decorated?

If the student/trainee has not done any decorating, ask them to tell you how they would like to decorate a room where they live or what the decorations are like where they or someone they know lives.

ASSESSMENT GUIDELINES

It may not be appropriate to assess performance criterion 5 in this context; otherwise assess performance against the criteria.

NEXT STEP

Go back to Task R3.

INSTRUCTION SHEET

Time allowance – none because it is integrated in task R6.

TASK TITLE

Conversing with one other person.

ELEMENT 1

Provide information to one person.

PERFORMANCE CRITERIA

1. Present information in a sensible order.
2. Use language which the other person is likely to understand and find appropriate.
3. Use appropriate volume of voice, articulation, and, if face to face, facial expression and body language for the other person and situation.
4. Check the other person's understanding at any appropriate moment.
5. Explain again in another way if the other person indicates they do not understand something.
6. Suggest further sources of help or information, if necessary.

ASSESSOR

You will have already listened to the answers the student/trainee has given to task R6. Check those answers and the answers given to this question against the performance criteria.

SCRIPT

Have you ever used any of the types of services listed on this page? If you have, tell me something about it, for example who, when, why and what happened.

or

If they haven't used any here encourage them to talk about other services, e.g. education, health, housing, or public transport.

ASSESSMENT GUIDELINES

It may not be appropriate to assess performance criterion 6 in this context; otherwise assess performance against the criteria.

NEXT STEP

Go back to task R7 (page 23) unless you are ending Stage 1 assessments here – see task R6 (page 21).

INSTRUCTION SHEET

Time allowance – none because integrated in all the assessment tasks.

TASK TITLE

Conversing with one other person.

ELEMENT 2

Hold a conversation with one person.

PERFORMANCE CRITERIA

1. Greet the other person in an appropriate way.
2. Respond to the other person's verbal or non-verbal cues by politely withdrawing from the conversation or continuing.
3. Encourage responses from the other person by providing inputs of appropriate questions or comments.
4. Conclude the conversation in an appropriate way.

ASSESSOR

This will only be able to be fully assessed after the candidate has left in order to know whether the fourth performance criteria has been satisfied. All the others can be assessed during the reading assessment.

ASSESSMENT GUIDELINES

Assess performance against the criteria.

NEXT STEP

Move on to the first task for the Stage 2 assessment for Reading – task R10 (page 29). If you have ticked a number of 'not competent' or 'needs revision' boxes for Stage 1 Reading end assessment or move on to Writing or Numeracy Tasks.

INSTRUCTION SHEET

Time allowance – 5 to 10 minutes.

TASK TITLE

Providing, obtaining and exchanging information and opinions.

ELEMENT

Explain or describe orally an activity, place or object to help one person or several people to do something.

PERFORMANCE CRITERIA

1. Provide all necessary information.
2. Present information clearly and in a sensible order.
3. Use language which is clear and can be understood by the audience.
4. Use appropriate volume, tone of voice, articulation, body language and facial expression for the situation and audience.
5. Use visual aids effectively, if appropriate.
6. Check audience's understanding at any appropriate moment.
7. Deal with questions and problems appropriately.

ASSESSOR

This task links to the writing assessment W6 (page 48). If your student/trainee has already completed that writing assessment, please adjust the script accordingly. Give the student/trainee Task sheet 04.

SCRIPT

I'd like you to look at an application form from someone called Sheila Carter. When you've had a look at it, I'd like you to give me some information about yourself.

ASSESSOR

During this part of the assessment aim to stimulate the student/trainee to volunteer information relating to an aspect of their lives, e.g. previous training or jobs, sport, interests, hobbies, holidays, previous achievements, projects etc. While they are explaining think of one or two questions for them to answer in order to fulfil criterion 7. The aim is to spend at least five minutes discussing

- what they would put on an application form
- why they would include that information
- how they would present it
- why would they put different information for different jobs and why.

You need to put yourself in the position of someone who is going to work with them to produce the first draft of the application form, so you need to understand as much as possible about what they have done. There is not enough time to discuss the whole form, so concentrate on one part of it. This will ensure that you allow them to talk about areas of their choice, thus avoiding the risk of breaching confidentiality. Assure them that nothing they say will be written down.

Two ideas are suggested here:

1. Tell me about previous training which you have had. What was the aim of it? What activities did you undertake during it? What new skills did you learn? How did you go about learning new skills? What qualifications did you gain? How will you use what you learned in the future? Should you include this on an application form, and why?
2. Have you got an interest or a hobby? How long have you been interested in this? What, exactly, is your involvement? Is this something which can help you get qualifications? Are you a member of a club or guild which helps you in your hobby?

ASSESSMENT GUIDELINES

Performance should be judged against the criteria.

NEXT STEP

Oral Assessment ends here.

TASK SHEET

Providing, obtaining and exchanging information and opinions

ORAL TASK 04 STAGE 2

Element: **Explain or describe orally an activity, place or project to help one person or several people do something**

APPLICATION FORM

Post applied for: Switchboard Operator

Name Sheila Carter

Address 5, Victoria Road, Stocktown ST5 4BP

Daytime telephone number 0322 744622

Date of birth 23.1.65

Education from age 11

Schools attended		
Date	Name of School	Examinations passed
1976-1981	Stocktown Comprehensive	4 CSEs

Further Education and Training (since leaving school)

Date	Name of college/ training scheme	Day release/ full time/ part time	*Qualifications* Subjects and results
1990-1991	Stocktown Further Education College	Part time	RSA Typing Part I RSA Word Processing Part I

Employment history: *Please start with your present or most recent positions and work backwards*

Date	Name/address	Duties/responsibilities	Reason for leaving	Wages/ Salary
1991-1992	Binnat 17 High Street Stocktown	Customer complaints	—	£8,000 a year
1990-1991	Borough Road primary school Stocktown	Dinner Lady/ Playground helper	Another job	£30 a week
1982-1984	ABC Insurance 22 Long Road Stocktown	Telephonist	To have a baby	£76 a week

Interests and hobbies

Cats, Dressmaking

Health: Please give details of any major illness or operations in the last five years or any periods of absence from work for longer than two weeks.

None

I confirm that the above information is correct to the best of my knowledge.

Signed: S D Carter Date: 22nd February 1992

INSTRUCTION SHEET

WRITING TASK
W1
FOUNDATION LEVEL

Time allowance – 5 minutes.

TASK TITLE

Reading through and filling in forms.

ELEMENTS 1 & 2

1. **Read through the document to establish what is required.**
2. **Fill in the form.**

PERFORMANCE CRITERIA

Element 1

1. Identify accurately the information needed (including the person or organisation for whom the form is intended, where appropriate), by providing an oral report or completing the task in hand.

Element 2

1. Write the information on the form (either in handwriting or with a typewriter, as is appropriate), sufficiently legibly for the intended reader.
2. Follow any requirement on the form (eg upper case letters).
3. Provide clearly and completely the information required.

SCRIPT

I'd like you to do some writing. Read through this form and see what information is required to fill it in.

ASSESSOR

Give the student/trainee Task sheet W1 – An application for membership of a judo club.

SCRIPT

1. *Tell me what information is needed.*
2. *Now please can you fill in the form?*

ASSESSMENT GUIDELINES

1. Title, name, address, post code, day and evening telephone numbers, date of birth, signature and date of signature.
2. For the writing, see the performance criteria. The student/trainee should write last name in capital letters and should use a pen.

NEXT STEP

Move on to task W2.

42

TASK SHEET

Reading through and filling in forms

WRITING TASK W1 FOUNDATION LEVEL

Element 1: **Read through the document to establish what is required**
Element 2: **Fill in the form**

SANDLEY JUDO CLUB

Application for Membership

Please write in ink.

Please use BLOCK CAPITALS for surname.

Mr/Mrs/Miss/Ms .....

Address .....

.....

.....

Postcode .....

Tel. No. day .....

Tel. No. evening .....

Date of birth .....

Signature .....

Date .....

INSTRUCTION SHEET

WRITING TASK
W2
FOUNDATION LEVEL

Time allowance – 10 minutes.

TASK TITLE

Communicating in writing.

ELEMENT 1

Write letters, notes and other messages.

PERFORMANCE CRITERIA

1. Use a suitable format.
2. Write (either in handwriting or with a typewriter as appropriate), sufficiently legibly to be understood by the intended reader.
3. Check and correct, as appropriate, grammar, spelling and punctuation sufficiently for the writing to be understood by the intended reader.
4. Convey the message sufficiently clearly for the purpose required.

SCRIPT

I'd like you to have a look at a job advertisement. It contains information about two jobs.

ASSESSOR

Give the student/trainee Task sheet W2 – A job advertisement.

SCRIPT

Choose one of the jobs and write a short letter asking for further details. Just write to let them know that you are very interested in the job and could come for an interview at any time. In a real later of application you might put some information about your experience but we don't need that sort of information now.

ASSESSMENT GUIDELINES

The writing should be short and simple, and need convey no more than 2 separate ideas and be checked against the performance criteria.

NEXT STEP

Move on to W3 only if you tick the 'not competent' or 'needs revision' box for this task. Otherwise move straght on to the assessment task for Stage 1 of Writing, Task W4 (page 45).

TASK SHEET

Communicating in writing

WRITING TASK W2 FOUNDATION LEVEL

Element 1: **Write letters, notes and other messages**

MANAGER/ESS

Required for exciting new children's wear shop opening end of October in Anderley City Centre. Exceptional position for experienced retail person, prepared to get involved with buying.

PART-TIME STAFF

Also required, hours by arrangement. Good wages and excellent working conditions.

Please apply

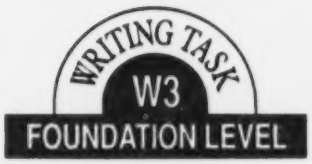
KIDS' CLOTHES

17 Park Road, Anderley, Middlesex HA3 2ZP

Tel: 081 222 3610

Attention Mrs Flack

INSTRUCTION SHEET



Time allowance – 10 minutes.

TASK TITLE

Communicating in writing.

ELEMENT 2

Write about ideas and experiences.

PERFORMANCE CRITERIA

1. Put ideas/information in a sensible order.
2. Write sufficiently clearly to be understood by the intended reader(s).
3. Check and correct spelling, punctuation and grammar sufficiently for writing to be understood by intended reader(s).
4. Write (either in handwriting or with a typewriter, as appropriate) sufficiently legibly to be understood by the intended reader(s).

SCRIPT

I'd like you to write a bit about yourself. This sheet of paper has some headings to help you get started.

ASSESSOR

Give the student/trainee Task sheet W3 – The format for a short life history.

SCRIPT

You can choose the sections you'd like to complete. I'd like you to do at least three, more if you would like.

ASSESSMENT GUIDELINES

The writing can be short and simple and should be checked against the performance criteria.

NEXT STEP

If they are not competent in one or more tasks, end the writing assessment here. You can move on to Numeracy.

46

TASK SHEET

Communicating in writing

WRITING TASK W3 FOUNDATION LEVEL

Element 2: **Write about ideas and experiences**

MY LIFE UNTIL NOW

I was born .....

.....

.....

I grew up .....

.....

.....

I went to school .....

.....

.....

I am very interested in .....

.....

.....

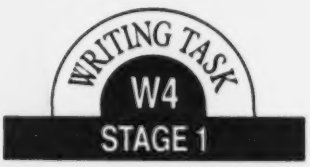
What I want to do.....

.....

.....

47

INSTRUCTION SHEET



Time allowance – 5 minutes.

TASK TITLE

Completing forms and preformatted documents.

ELEMENTS 1 & 2

1. **Read through the document to establish what is required.**
2. **Fill in the form.**

PERFORMANCE CRITERIA

Element 1

1. Identify accurately the information needed (including, where appropriate, the person or organisation for whom it is intended) by providing an oral report or completing the task in hand.

Element 2

1. Write the information (either in handwriting or with a typewriter as is appropriate) sufficiently legibly for the intended reader.
2. Follow any requirements on the form (eg upper case letters).
3. Provide clearly and concisely all relevant information .

SCRIPT

I'd like you to write the sort of thing that you often have to put on a form. Read through this form and find out what information is needed to fill it in.

ASSESSOR

Give the student/trainee Task sheet W4 – Part of an application form for a training course.

1. Can you tell me what information is needed?
2. Now fill the form in please.

ASSESSMENT GUIDELINES

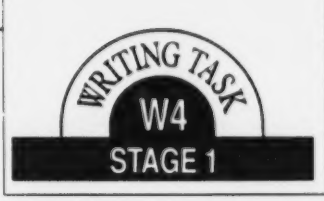
1. Name, address, postcode, phone number, date of birth, details of training required, details of recent training.
2. Check against the performance criteria.

NEXT STEP

Move on to task W5.

TASK SHEET

Completing forms and preformatted documents



Element 1: **Read through the form to establish what is required**
Element 2 **Fill in the form**

APPLICATION FOR TRAINING

Name .....

Address .....

.....

.....

Postcode .....

Phone number .....

Date of birth .....

Please write a sentence or two to describe the training you would like to do .....

.....

.....

.....

.....

Please describe in a sentence or two any training you have received in the last five years .....

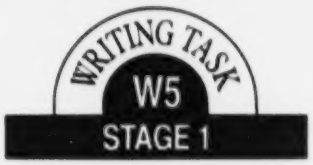
.....

.....

.....

.....

INSTRUCTION SHEET



Time allowance – 7 minutes.

TASK TITLE

Communicating in writing.

ELEMENT

Write letters, reports, notes and other messages.

PERFORMANCE CRITERIA

1. Use a suitable format.
2. Write (either in handwriting or with a typewriter as appropriate) sufficiently legibly to maintain the confidence of the intended reader.
3. Check and correct, as apppropriate, grammar, spelling and punctuation sufficiently to maintain the confidence of the intended reader.
4. Provide factual content accurately and completely.
5. Convey the message or messages clearly and in a sensible order.

ASSESSOR

There are two choices here. There is no Task Sheet. Discuss them both with the student/trainee and allow them to select one.

SCRIPT

5a Imagine that you have had a traffic accident. Write a report on what happened. Describe where the accident happened, what happened in the accident, what the injuries were and what the road conditions were (icy, wet, snowy, etc).

5b Write a brief report putting down what you have done within these assessment tasks. Imagine you are providing the information to help someone else understand what has to be done.

ASSESSMENT GUIDELINES

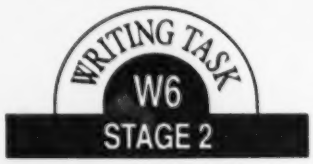
The writing should contain up to three or four separate ideas and be assessed against the performance criteria.

NEXT STEP

If the student/trainee is competent at tasks W4 and W5, move on to the Stage 2 assessment task W6. If they are not competent in either, end the assessment here or move on to Numeracy Tasks.

5a

INSTRUCTION SHEET



Time allowance – 20 minutes.

TASK TITLE

Communicating in writing.

ELEMENTS 1 & 2

1. **Present material in a specialised format.**
2. **Convey information and opinions in a written format.**

PERFORMANCE CRITERIA

Element 1

Present the document in an appropriate format.

Element 2

1. Use spelling, grammar and punctuation appropriate for audience and purpose.
2. Use language and style appropriate for audience and purpose.
3. Present material (either in handwriting or with a typewriter as appropriate) legibly and clearly.
4. Present factual information accurately.
5. Present opinions and conclusions logically and coherently, where appropriate.
6. Present material in a sensible order.
7. Include all essential information.

SCRIPT

This last item is a completed application form. Look at it carefully and then I'll ask you to do a couple of things with the information.

ASSESSOR

Give the student/trainee Task sheet W6 – A completed appplication form.

SCRIPT

1. *Re-write it as a curriculum vitae.*
2. *Write a short covering letter to be sent with the CV.*

ASSESSOR

Assess performance against the criteria.

NEXT STEP

Writing Assessment ends here.

5 i

TASK SHEET

Communicating in writing

WRITING TASK W6 STAGE 2

Element 1: **Present material in a specialised format**
Element 2: **Convey information and opinions in a written format**

APPLICATION FORM

Post applied for: Switchboard Operator

Name Sheila Carter

Address 5, Victoria Road, Stocktown STS 4BP

Daytime telephone number 0322 744622

Date of birth 23 / 1 / 65

Education from age 11

Schools attended		
Date	Name of School	Examinations passed
1976 – 1981	Stocktown Comprehensive	4 C.S.E.s

Further Education and Training (since leaving school)

Date	Name of college/ training scheme	Day release/ full time/ part time	*Qualifications* Subjects and results
1990 – 1991	Stocktown Further Education College	Part time	RSA Typing Part I RSA Word Processing Part I

Employment history: *Please start with your present or most recent positions and work backwards*

Date	Name/address	Duties/responsibilities	Reason for leaving	Wages/ Salary
1991 – 1992	Bimat 17 High Street Stocktown	Customer complaints	—	£8000 a year
1990 – 1991	Borough Road primary school Stocktown	Dinner Lady/ Playground helper	Another job	£30 a week
1982 – 1984	ABC Insurance 22 Long Road Stocktown	Telephonist	To have a baby	£76 a week

Interests and hobbies

Cats, Dressmaking

Health: Please give details of any major illness or operations in the last five years or any periods of absence from work for longer than two weeks.

None

I confirm that the above information is correct to the best of my knowledge.

Signed: S D Carter Date: 22nd February 1992

INSTRUCTION SHEET

NUMERACY TASK
N1
FOUNDATION LEVEL

Time allowance – 4 minutes.

TASK TITLE

Using money in everyday situations.

ELEMENT

Making payments in cash.

PERFORMANCE CRITERIA

1. All calculations are performed correctly.
2. The payment offered is correct, or a convenient overpayment.
3. Change is checked to be correct and any inconsistencies queried.
4. The receipt, when provided, is correct and any inconsistencies are queried.

ASSESSOR

Make sure that the student/trainee has pen, paper and a calculator available. Please note that a calculator may not be used in some tasks. Your script will say if this is the case. Each task sheet links to an element. Give student/trainee task sheet N1.

SCRIPT

What is the time now? – Please make a note of that.

The purpose of these tasks is to find out whether you are able to use numbers in a variety of situations. They are about using money.

See if you can work them out without using a calculator.

ASSESSMENT GUIDELINES

Element 1

A. 1. £2.50
   £2.50

B. 1. £2.67
   2. £2.33

C. 1. Today's date
   Item: Hi-fi
   Cost: £115.99
   Method of payment: Cash
   Money given: £120
   Change: £4.01

NEXT STEP

At this stage you need to make a judgement. If the student/trainee obviously found this very easy, do not carry on with foundation level numeracy assessments, but move straight to Stage 1. You can always return to Foundation level if necessary. Go to task N5. Otherwise move on to the next task N2 – Foundation level, Planning the use of money and time in everyday situations.

5.

TASK SHEET

Using money in everyday situations

NUMERACY TASK N1 FOUNDATION LEVEL

Element: **Making payments in cash**

A. Coffee with friends

You are buying cups of coffee in a cafe for yourself and four friends.

The cups of coffee are 50p each and you give the assistant a £5 note to pay for them.

1. How much does the bill for the coffees come to?
2. How much change do you expect to get back?

B. Shopping with friends

After coffee you decide to go to the supermarket to buy some food for supper.

You buy a bag of potatoes costing £1.20, some baked beans costing 29p and apples costing £1.18.

1. How much does your shopping bill come to?
2. You give the assistant £5.00. How much change will you get?

C. At the electrical store

On your way back home you pass the electrical shop and notice they are having a sale.

Your hi-fi has broken and the shop has one in the sale reduced to £115.99.

You go in and buy the hi-fi. You give the assistant £120.00 and ask for a receipt.

1. Complete the receipt below, using today's date.

HALLEY'S ELECTRICAL LTD

Date: .....

Item purchased: .....

Cost of item: .....

Method of payment: .....

Money given: .....

Change: .....

5.

INSTRUCTION SHEET

NUMERACY TASK
N2
FOUNDATION LEVEL

Time allowance – 2 minutes.

TASK TITLE

Planning the use of money and time in everyday situations.

ELEMENT

Planning and scheduling events.

PERFORMANCE CRITERIA

1. Units of time appropriate to the context are used.
2. Appropriate start and finish times are determined.
3. The plan is recorded clearly and to an accuracy appropriate to the context.

ASSESSOR

Give the student/trainee task sheet N2.

SCRIPT

This question is about planning the use of time. See how you get on with it.

ASSESSMENT GUIDELINES

Element 4

1. 7.15pm
2. 11.00pm

NEXT STEP

Move on to task N3, Measuring lengths and calculating areas, Elements 1, 2 and 3.

55

TASK SHEET

Planning the use of money and time in everyday situations

NUMERACY TASK
N2
FOUNDATION LEVEL

Element: **Planning and scheduling events**

You are planning a party and you have booked a disco to provide the music for three hours.

The disco DJ wants to come 45 minutes before the party starts to set up his equipment.

1. If the party is going to start at 8.00pm what time should the disco arrive?

2. What time will the disco finish?

INSTRUCTION SHEET

NUMERACY TASK
N3
FOUNDATION LEVEL

Time allowance – 4 minutes.

TASK TITLE

Measuring lengths and calculating areas in everyday situations.

ELEMENT 1, 2 & 3

1. **Measuring lengths.**
2. **Marking up lengths to required dimensions.**
3. **Calculating areas of rectangular shapes.**

PERFORMANCE CRITERIA

Element 1

1. Selects and correctly uses appropriate measuring instruments.
2. Uses units of measurement appropriate to the context.
3. Measures lengths to an accuracy appropriate to the context.

Element 2

1. Selects and correctly uses appropriate measuring instruments.
2. Marks up lengths to an accuracy appropriate to the context.

Element 3

1. Correctly calculates the area of the rectangular shape.
2. Presents the answer in units appropriate to the context.

ASSESSOR

Give the student/trainee task sheet N3.

SCRIPT

Here are some practical things to do. They involve measuring and calculating areas. See how you get on.

ASSESSMENT GUIDELINES

Students/trainees can answer using metric or imperial measurements as indicated.

Element 1

1. 297mm (29.7 cm) or 11¾"
2. 210mm (21 cm) or 8¼"

Element 2

1. 105mm (10.5cm) or 4⅛"
2. 52.5mm (5.25cm) or 2 1/16"

Element 3

1. Yes (area of room is 11 x 8 = 88 square feet)
2. 12 square feet (100 – 88 = 12 square feet)

NEXT STEP

Move on to task N4, Foundation level, Setting timing devices and timing activities in everyday situations.

57

TASK SHEET

Measuring lengths and calculating areas in everyday situations

NUMERACY TASK
N3
FOUNDATION LEVEL

Element 1: **Measuring lengths**
Element 2: **Marking up lengths to required dimensions**
Element 3: **Calculating areas of rectangular shapes**

A. Use a ruler or tape measure to find out the size of this sheet of paper.

1. What is the length?

2. What is the width?

B. You have already worked out the size of the sheet of paper.

Using your tape measure or ruler, work out how to divide the paper into two columns.

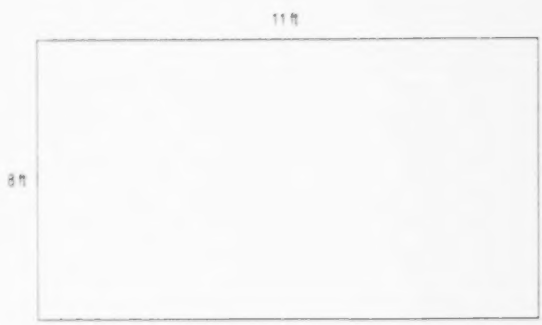
1. How wide is each column?

   Now divide it into four columns.

2. How wide is each column.

C. You have seen an advertisement in the newspaper selling 100 square feet of carpet.

Here is a diagram of your room. It measures 11 feet by 8 feet.



You need to order some new carpet for your room.

1. Will the carpet be enough to cover the floor of your room?

2. How much will be left over?

INSTRUCTION SHEET

NUMERACY TASK
N4
FOUNDATION LEVEL

Time allowance – 3 minutes.

TASK TITLE

Setting timing devices and timing activities in everyday situations.

ELEMENTS 1 & 2

1. **Timing and recording activities.**
2. **Setting timing devices.**

PERFORMANCE CRITERIA

Element 1

1. Selects and uses correctly appropriate timing instruments.
2. Uses units of time appropriate to the context.
3. Measures time to an accuracy appropriate to the context.
4. Records time to an accuracy appropriate to the context.

Element 2

1. Uses units of time appropriate to the context.
2. Sets the correct start and finish times.

ASSESSOR

Give the student/trainee task sheet N4.

SCRIPT

These questions are about timing things. See what you can do with them.

ASSESSMENT GUIDELINES

Element 1

A. 1. Assessor to decide
   2. Assessor to decide
   3. Assessor to decide

Element 2

B. 1. 19.15
   2. 20.30
   3. 1¼ hours (1 hour 15 minutes)

NEXT STEP

Move on to task N5, 6 and 7 which is the beginning of the assessment for Stage 1 for Numeracy, Using money in everyday situations Elements 1, 2 and 3.

TASK SHEET

Setting timing devices and timing activities in everyday situations

NUMERACY TASK
N4
FOUNDATION LEVEL

Element 1: **Timing and recording activities**
Element 2: **Setting timing devices**

A. At the beginning of this set of questions I asked you to make a note of the time.

1. What is the time now?
2. How long is it since the time you noted down at the beginning of these questions?
3. What will the time be in six hours? Write it down twice, once in terms of the 12-hour clock and once in terms of the 24-hour clock.

B. You want to set your video to record a programme.

The programme starts at 7.15pm and ends at 8.30pm. You set the video using the 24 hour clock.

1. Using the 24 hour, what time do you set the programme to start?
2. What time do you set the programme to finish?
3. How long is the programme?

INSTRUCTION SHEET

NUMERACY TASK
N5 6 7
STAGE 1

Time allowance – 6 minutes.

TASK TITLE

Using money in everyday situations.

ELEMENTS 1, 2 & 3

1. **Making payments.**
2. **Receiving payments.**
3. **Sharing payments for goods and services.**

PERFORMANCE CRITERIA

Element 1

1. Performs all calculations accurately.
2. Completes correctly all necessary documentation.
3. Offers correct payment or convenient overpayment when required.
4. Checks that the change (when required) is correct, querying any inconsistencies.
5. Checks the receipt (if provided) is correct, querying any inconsistencies.

Element 2

1. Performs all calculations correctly.
2. Completes correctly all necessary documentation.
3. Correctly checks the payment offered, querying any inconsistencies.
4. Offers correct change, when required.
5. Provides a correct receipt, if required.

Element 3

1. Checks the total cost of the activity, querying any inconsistencies.
2. Calculates the individual share accurately.
3. Offers correct payment or convenient overpayment when required.
4. Checks that the total change (if any) is correct, querying any inconsistencies.
5. Calculates the individual share of the

ASSESSOR

Give the student/trainee task sheet N5, 6 and 7 as they are ready for them.

SCRIPT

This task is to do with money and numbers.

See if you can work them out without using a calculator.

ASSESSMENT GUIDELINES

Element 1

A. 1. Payee Mrs E Stacey or E. Stacey or Elizabeth Stacey
Amount written correctly and numerically correct
Signed and dated

2. Today's date
Received from S. Forest
Sum written correctly numerically
Payment for car
Signature

B. 1. £20.79
2. £4.21

C. 1. 78p

D. 1. £2.49

Element 2

1. Yes

Element 3

1. £10
2. £12

NEXT STEP

Move on to Task N8 and 9, Using money in everyday situations, Elements 1 and 2.

TASK SHEET

Using money in everyday situations

NUMERACY TASK N5 STAGE 1

Element 1:
Making payments

Your car has failed its MOT and the garage has said you are best advised to buy another.

A. You find a bargain in the local paper for £1200.00.

1. Fill in the cheque below for the cost of the car. The person selling the car is Mrs Elizabeth Stacey. Use today's date.

Conways Bank 19

8-22 COLCHESTER BRANCH 30-92-16
27 HIGH STREET COLCHESTER ESSEX CO1 1DU

Pay or order

£

S FOREST

Conways Bank Plc

"018703" 30"9216": 0187342"

2. You ask Mrs Stacey for a receipt as proof of purchase. Complete the receipt below.

Receipt

Date.....

Received from.....

The sum of £.....

In payment for.....

.....

Signed.....

TASK SHEET

Using money in everyday situations

NUMERACY TASK N5 STAGE 1

Element 1 (cont):
Making payments

B. You now have your new car, but need to buy a few items for it.

You buy the following items:

car wash sponge	0.96p
car shampoo	1.39p
polish	2.49p
windscreen wash	0.99p
chamois leather	2.97p
air freshener	1.28p
road atlas	4.98p
town plan	0.75p
de-icer	0.99p
car rug	3.99p

1. How much have you spent?

2. How much change would you receive from £25.00?

C. The shop assistant explains that there is a 10% discount on all car wash products (the sponge, shampoo, polish and chamosis leather)

1. How much discount would you get?

D. The road atlas is slightly shop soiled. The assistant says you can have it for half price.

1. How much do you pay for the atlas?

TASK SHEET

Using money in everyday situations

NUMERACY TASK
N6
STAGE 1

Element 2: **Receiving payments**

You are an electrical dealer and a customer has just bought 15 reels of cable from you.

The cables cost £22 each and the customer has given you a cheque for £330.

1. Is this amount correct?

TASK SHEET

Using money in everyday situations

NUMERACY TASK
N7
STAGE 1

Element 3: **Sharing payments for goods and services**

A trip to a football match has been planned.

The hire of the minibus will be £120 and there are 12 people wanting to go on the trip.

1. How much will it cost each person if they share the cost exactly between them?

2. How much will be the equal share if two people drop out?

INSTRUCTION SHEET

NUMERACY TASK
N8/9
STAGE 1

Time allowance – 5 minutes.

TASK TITLE

Selecting goods and services in everyday situations.

ELEMENTS 1 & 2

1. **Selecting goods and services for price and quality.**
2. **Selecting investment and credit arrangements.**

PERFORMANCE CRITERIA

Element 1

1. Performs all calculations accurately.
2. Selects best buy.
3. Justifies the selection made in terms of available money, quantity needed, wastage and quality, as appropriate.

Element 2

Selects an investment/credit arrangement with the best interest rate.

ASSESSOR

Give the student/trainee task sheets 8 and 9 as they are ready for them.

SCRIPT

This part is about selecting goods and services. There are two exercises. Look at them and see if you can do them without using a calculator.

ASSESSMENT GUIDELINES

Element 1

1. Powder D
2. Powder C
3. £1.98

Element 2

1. The hire purchase company

NEXT STEP

At this stage you need to make a judgement. If the student/trainee has found the Stage 1 tasks so far (tasks 5–9) really easy you may not feel it is necessary to complete all the Stage 1 tasks. Instead you could talk to them about the tasks in the remainder of the assessment and if they express any anxiety about any of them ask them to do the assessment. If they are having real difficulty at this stage, ask them how they feel about doing any more tasks. If they don't feel they want to, end the assessment here or move back to the Foundation Level tasks if you had previously jumped some. Otherwise move on to task N10.

TASK SHEET

Selecting goods and services in everyday situations

NUMERACY TASK
N8
STAGE 1

Element 1: **Selecting goods and services for price and quality**

You want to buy an economical soap powder.

The supermarket has a wide selection. Here are five of the soap powders available:

Powder A – 2 kilograms	4.95
Powder B – 750 grams	2.50
Powder C – 1.5 kilograms	3.25
Powder D – 500 grams	0.99
Powder E – 3 kilograms	7.99

1. Which of these five powders (A, B, C, D, E) offers the best value?

2. Which of the powders A, C and E offers the best value?

3. How much does powder D work out per kilo?

67

TASK SHEET

Selecting goods and services in everyday situations

NUMERACY TASK
N9
STAGE 1

Element 2: **Selecting investment and credit arrangements**

You are going to borrow £200 to buy some fencing.

You could borrow from a hire purchase company and pay back £20 per month for 12 months.

or

you could borrow from a loan company and pay back £15 per month for 18 months.

1. Choose the way of paying which means that you pay the least for the fencing.

INSTRUCTION SHEET

NUMERACY TASK
N10
STAGE 1

Time allowance – 4 minutes.

TASK TITLE

Measuring lengths and calculating areas in everyday situations.

ELEMENT

Calculating areas of rectangles and triangles.

PERFORMANCE CRITERIA

1. Calculates the area of the shape correctly.
2. Presents the answer in units appropriate to the text.

ASSESSOR

Give the student/trainee Item N10.

SCRIPT

Here are some calculations for you to do.

ASSESSMENT GUIDELINES

Element 3

A. 1. 13.5 square metres
   2. 2 square metres

B. 1. Area = (rectangular part = 3 x 3 = 9 square metres)
   (triangular part = 1.5 x 2 = 3 square metres)
   Area = 9 + 3 = 12 square metres

NEXT STEP

Move on to task N11.

TASK SHEET

Measuring lengths and calculating areas in everyday situations

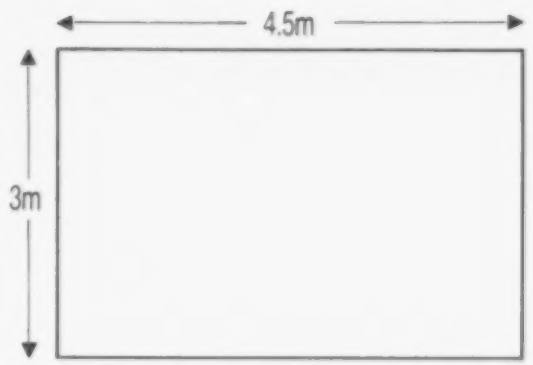
NUMERACY TASK
N10
STAGE 1

Element: **Calculating areas of rectangles and triangles**

You want to paint and decorate your bedroom.

A. A carpet for your bedroom has to be bought and you need to know how much carpet to buy.

The shape and measurement of the floor is:

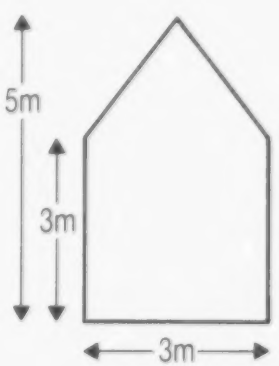


1. Can you work out the area of the room?

Now you need a new blind to fit in the window. The window is 1 metre x 2 metres.

2. How many square metres of blind material do you need?

B. Two of the walls in your bedroom are this shape.



1. Work out the area of the wall.

INSTRUCTION SHEET

NUMERACY TASK
N11
STAGE 1

Time allowance – 3 minutes.

TASK TITLE

Measuring weights and volumes in everyday situations.

ELEMENT

Calculating and weighing out required quantities.

PERFORMANCE CRITERIA

1. Performs all calculations accurately.
2. Selects and uses correctly appropriate measuring instruments.
3. Uses units of measurement appropriate to the context.
4. Weighs out quantities to an accuracy appropriate to the context.

ASSESSOR

Give the student/trainee Item N11.

SCRIPT

How are you at measuring and weighing things out?

If you can work out the problems on these two sheets it will help us to decide.

ASSESSMENT GUIDELINES

Element 1

1. 4 eggs
   300 grams fat
   300 grams sugar
   300 grams flour

2. 5 ounces

NEXT STEP

Move on to task N12, 13 and 14.

TASK SHEET

Measuring weights and volumes

NUMERACY TASK
N11
STAGE 1

Element: **Calculating and weighing out required quantities**

You are going to make cakes.

Here is the recipe:

Victoria Sandwich

Recipe A: Imperial	*Recipe B: Metric*
2 eggs	2 eggs
5oz fat	150 grams fat
5oz sugar	150 grams sugar
5oz self raising flour	150 grams self raising flour

Cream fat and sugar, add eggs and beat.

Add flour – put in cake tins.

Cook 350°F or 180°C for 20 minutes.

1. How much of each of the ingredients would you need to make two cakes using Recipe B (metric measurements)?

2. When completed, the mixture for Recipe A weighs 20 ounces. You need to divide your mixture into 4 equal parts so you can make 4 buns.

How much would each of the 4 buns weigh?

72

INSTRUCTION SHEET

NUMERACY TASK
N12 13 14
STAGE 1

Time allowance – 8 minutes.

TASK TITLE

Interpreting and presenting numerical and graphical information taken from everyday situations.

ELEMENTS 1, 2 & 3

1. **Selecting information from tables and charts for a specific purpose.**
2. **Rounding numbers to report numerical information.**
3. **Presenting information on tables and charts.**

PERFORMANCE CRITERIA

Element 1

1. Identifies relevant information.
2. Explains the dates clearly and accurately using appropriate vocabulary either orally or in writing.
3. Uses the date for the intended purpose or report accurately how it would be used.

Element 2

1. Report the information rounded correctly and appropriate to the context.

Element 3

1. Perform all calculations accurately.
2. Use appropriate scales.
3. Present information accurately as required.

ASSESSOR

Give the student/trainee Task sheets N12, 13 and 14 as they are ready for them.

SCRIPT

Here are the last batch of sheets for you to work on. You should be quite used to this by now.

ASSESSMENT GUIDELINES

Element 1

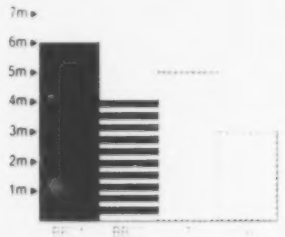
1. 580° – 630° Centigrade
2. 2250° – 2300° Fahrenheit

Element 2

1. 20; 20; 60
2. £100.00; £200.00; £600.00
3. 265,000; 61,000; 6,000

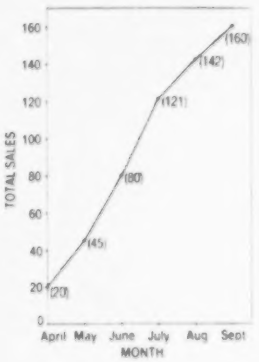
Element 3

A1.



2. 18,000,000 (18 million)

B.



NEXT STEP

The assessment ends here.

7.1

TASK SHEET

Interpreting and presenting numerical and graphical information

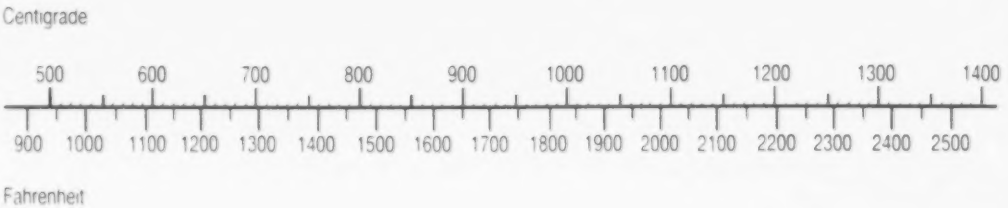
NUMERACY TASK
N12
STAGE 1

Element 1: **Selecting information from tables and charts for a specific purpose**

You need to set a kiln to do a firing. You should set it at 1100° Fahrenheit, but your kiln temperature is measured in Centigrade.

1. Using the chart decide what Centrigrade temperature your kiln should be set to.

2. If you had a kiln marked in Fahrenheit and you had to set it at the equivalent of 1250° Centigrade, what temperature would you set it at?



TASK SHEET

Interpreting and presenting numerical and graphical information

NUMERACY TASK
N13
STAGE 1

Element 2: **Rounding numbers to report numerical information**

Sometimes it is useful to be able to round numbers and figures up or down.

1. Round the three numbers below up or down to the nearest 10. Write down your answers.

   17
   22
   56

2. Round these prices up or down to the nearest £100.00.

   £99.99
   £213.00
   £649.00

3. Here are some attendance figures for football matches. Round them up or down to the nearest thousand.

   Match A – 265,430
   Match B – 61,297
   Match C – 5,614

TASK SHEET

Interpreting and presenting numerical and graphical information

NUMERACY TASK
N14
STAGE 1

Element 3
Presenting information on tables and charts

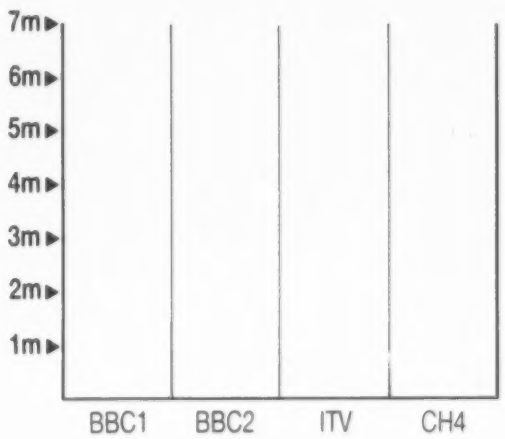
Information can be shown in graphical form.

A. Here are the television viewing figures for this month:

BBC1	6,000,000 viewers
BBC2	4,000,000 viewers
ITV	5,000,000 viewers
CHANNEL 4	3,000,000 viewers

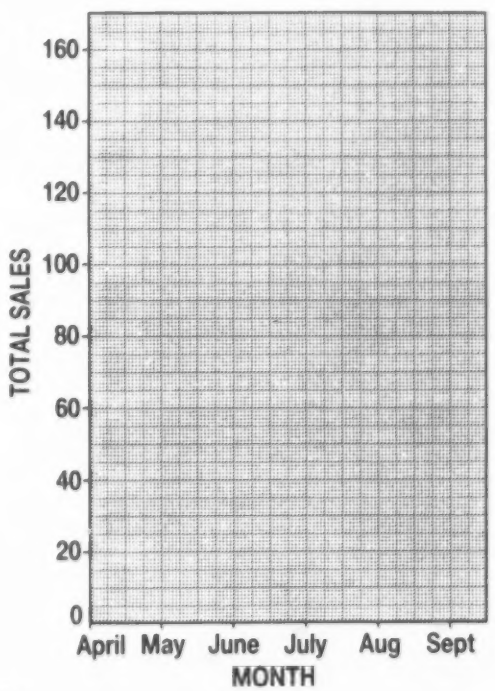
1. Complete this bar chart using these figures.

2. What is the total number of viewers watching television?



B. These figures represent the number of fridges sold by a local electrical retailer in each month in the half year April to September. Draw a line graph showing the running total of sales.

Month	*Fridges sold*
April	20
May	25
June	35
July	41
August	21
September	18



76

COMMUNICATION SKILLS – READING

Individual Assessment Chart

NAME OF CANDIDATE: _____

NAME OF ASSESSOR: _____ DATE: _____

	LEVEL/UNIT AND ELEMENT/ TASK REFERENCE	*Competent*	*In need of revision*	*Not competent*	*Not assessed*	NOTES
FOUNDATION	**Reading textual material**					
	Task R1 — Element 1					
	Task R2 — Element 2					
	Task R3 — Element 3					
STAGE 1	**Reading textual material**					
	Task R4 — Element 1					
	Task R5 — Element 2					
	Task R6 — Element 3					
	Reading graphical material for everyday purposes					
	Task R7 — Element 1					
	Task R8 — Element 2					
	Task R9 — Element 3					
STAGE 2	**Reading textual and graphical material**					
	Task R10 — Element 1					
	Task R11 — Element 2					

COMMUNICATION SKILLS – ORAL

Individual Assessment Chart

NAME OF CANDIDATE: _____

NAME OF ASSESSOR: _____ DATE: _____

	LEVEL/UNIT AND ELEMENT/ TASK REFERENCE	*Competent*	*In need of revision*	*Not competent*	*Not assessed*	NOTES
FOUNDATION	**Conversing with one other person**					
	Task O1					
STAGE 1	**Conversing with one other person**					
	Task O2 — Element 1					
	Task O3 — Element 3					
STAGE 2	**Providing, obtaining and exchanging information and opinions**					
	Task O4					

COMMUNICATION SKILLS – WRITING

Individual Assessment Chart

NAME OF CANDIDATE: _____

NAME OF ASSESSOR: _____ DATE: _____

	LEVEL/UNIT AND ELEMENT/ TASK REFERENCE	*Competent*	*In need of revision*	*Not competent*	*Not assessed*	NOTES
FOUNDATION	**Completing forms and preformatted documents**					
	Task W1					
	Communicating in writing					
	Task W2 — Element 1					
	Task W3 — Element 2					
STAGE 1	**Completing forms and preformatted documents**					
	Task W4 — Element 1					
	Task W4 — Element 2					
	Communicating in writing					
	Task W5					
STAGE 2	**Communicating in writing**					
	Task W6 — Element 1					
	Task W6 — Element 2					

NUMERACY

Individual Assessment Chart

NAME OF CANDIDATE: _____

NAME OF ASSESSOR: _____ DATE: _____

	LEVEL/UNIT AND ELEMENT/ TASK REFERENCE	*Competent*	*In need of revision*	*Not competent*	*Not assessed*	NOTES
FOUNDATION	**Using money in everyday situations**					
	Task N1					
	Planning the use of money and time in everyday situations					
	Task N2					
	Measuring lengths and calculating areas in everyday situations					
	Task N3 — Element 1					
	Task N3 — Element 2					
	Task N3 — Element 3					
	Setting timing devices and timing activities in everyday situations					
	Task N4 — Element 1					
	Task N4 — Element 2					

NUMERACY (Continued)

Individual Assessment Chart

NAME OF CANDIDATE: _____

NAME OF ASSESSOR: _____ DATE: _____

	LEVEL UNIT AND ELEMENT/ TASK REFERENCE	*Competent*	*In need of revision*	*Not competent*	*Not assessed*	NOTES
STAGE 1	**Using money in everyday situations**					
	Task N5 — Element 1					
	Task N6 — Element 2					
	Task N7 — Element 3					
	Selecting goods and services in everyday situations					
	Task N8 — Element 1					
	Task N9 — Element 2					
	Measuring lengths and calculating areas in everyday situations					
	Task N10					
	Measuring weights and volumes in everyday situations					
	Task N11					
	Interpreting and presenting numerical and graphical information taken from everyday situations					
	Task N12 — Element 1					
	Task N13 — Element 2					
	Task N14 — Element 3					

SUMMARY ASSESSMENT CHART

NAME OF STUDENT/TRAINEE: _____

The purpose of this Summary Assessment Chart is to:

- collect together the information from the Individual Assessment Charts
- help identify the existing level of competence of the student/trainee
- help identify the level at which the student/trainee should start working on the ALBSU standards.

To complete the chart refer back to the Individual Assessment Charts and tick the column for:

- **COMPETENT** – if they were assessed as competent for all the tasks they did.
- **NEEDS REVISION** – tick this column if the student/trainee was 'in need of revision' or 'not competent' at one or more of the tasks covered by the task element.
- **NOT ASSESSED** – tick this column if none of the tasks representing the task element were assessed. It should be clear from the notes written on the Individual Assessment Charts why tasks were not assessed.

When you have completed it fill in the recommendation section at the end.

FOUNDATION	Competent	Needs revision	Not assessed
Numeracy Using money in everyday situations			
Planning the use of money and time in everyday situations			
Measuring lengths and calculating areas in everyday situations			
Setting timing device and timing activities in everyday situations			
Communication: Reading Reading textual material			
Oral Conversing with one other person			
Writing Completing forms and pre-formatted documents			
Communicating in writing			

STAGE 1	Competent	Needs revision	Not assessed
Numeracy Using money in everyday situations			
Selecting goods and services in everyday situations			
Measuring lengths and calculating areas in everyday situations			
Interpreting and presenting numerical and graphical information taken from everyday situations			
Communication: Reading Reading textual material			
Reading graphical material for everyday purposes			
Oral Conversing with one other person			
Writing Completing forms and pre-formatted documents			
Communicating in writing			

STAGE 2	Competent	Needs revision	Not assessed
Communication: Reading Reading textual and graphical information			
Oral Providing, obtaining and exchanging information and opinion			
Writing Communicating in writing			

Recommendations

Please indicate with an X in the boxes where the trainee/student needs to start working on the standards and an R where they have shown some competence and therefore where less time may need to be allocated on their training programme.

Reading	Foundation ☐		Stage 1 ☐		Stage 2 ☐
Oral	Foundation ☐		Stage 1 ☐		Stage 2 ☐
Writing	Foundation ☐		Stage 1 ☐		Stage 2 ☐
Numeracy	Foundation ☐		Stage 1 ☐		

Assessment carried out by _____ on _____

Information passed on to _____ on _____

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ISBN 1 870741 38 2

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